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1906/07

Concordia College

MILWAUKEE, WIS.

„Da heißt also eine das Evangelium ist da hört Jesus und über den Sprechen Reden"

Luther.

"It is not uncommon, nowadays, to hear objections to classical education, usually from those who have never had it, and declamations against it from persons, usually from those who have never learned them. But the Universities may unhesitatingly leave it to the Geologists to fight the battle for antiquity. They have shown us that the older the fossil the more instructive, and less use, indeed, so much importance is attached to ancient relics, that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the station which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers; and that though a megatherium is wonderfully instructive, an ancient Lyric or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called a *universal language*."—*Jacob Grimm.*

"Now pliant and unyielding, like the spruce tree of the native soil, now soft, like the smooth outlines of the native bird; now firm and gnarled, like the oak tree in the Teutonic forest primeval; now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard are in themselves as unprofitable to us as the fact that there is a grass-hind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CONCORDIA COLLEGE, MILWAUKEE, WIS.

CATALOGUE

...OF...

Concordia College

MILWAUKEE, WIS.

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UNIVERSITY OF ILLINOIS.

Issued at the end of

ITS TWENTY-SIXTH YEAR, 1906-1907

PUBLISHED BY THE COLLEGE

1907

Calendar for 1907--1908.

First Term begins	Sept. 4.
Lessons begin	Sept. 5.
Luther's Birthday	Nov. 10.
Thanksgiving Day	Nov. 28.
Christmas Holidays begin	Dec. 20.
First Term ends	Feb. 2.
Second Term begins	Feb. 3.
Washington's Birthday	Feb. 22.
Easter Vacation begins	April 10.
Ascension Day	May 28.
Decoration Day	May 30.
Monday after Whitsunday	June 8.
Second term ends	June 24.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

.... Concordia College ....

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may therefore be considered a preparatory institution for such Lutheran divinity schools as require for admission a good speaking knowledge of Latin, a thorough acquaintance with Greek and Hebrew, the languages of the Old and New Testaments, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give the young men committed to the care of the College a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum not commonly included in that of the Latin schools of Europe.

The subjects in which instruction is provided are as follows: Religion, Latin, Greek, Hebrew, English, German, French, History, including American, Mathematics, Natural Sciences, Geography, Drawing, Penmanship.

This course of studies occupies a period of six years. Each study is obligatory; but it is believed that a young man of good parts and close application will readily pass from class to class.

Attention is also given to the study of music, vocal as well as instrumental. Nothing serves to sweeten and beautify life as much as "Music's golden tongue," and as this heaven-descended art also forms an element in the services of the Evangelical Lutheran Church, all students are required to attend the instructions in singing and encouraged to play an instrument.

Physical training, also, occupies a place in the regular course of exercise, conformably to the hygienic law that all attainable health is a duty, all avoidable sickness a sin. A professional teacher has been engaged, and no student may shirk attendance on the classes in gymnastics.

There are no seniors, juniors, etc., at Concordia College, as the classes are designated by Latin names. The graduating, or senior, class is called Prima. The others are respectively termed Secunda, Tertia, Quarta, Quinta, Sexta. Sexta, which means sixth class, is the lowest class, and is composed of the first-year pupils. Quinta and Sexta answer to what are called preparatory or high school classes in other institutions.

A boarding establishment is connected with the College which furnishes good substantial fare to all students at a nominal cost.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits, between State and Wells streets. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven acres of land intersected on the south by Cedar Street. The smaller part thus cut off has been appropriated to the use of the professors. The larger tract affords a roomy campus, divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing, in their close clipped lawns, in their shade trees, and retired nooks and corners, splendid places for recreation.

GYMNASIUM.

Buildings.

Concordia College has three buildings, a gymnasium, a hospital, and seven residences.

The Main Building is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

The Main Building is used only for purposes of instruction and worship. It contains eight large class-rooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The class-rooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stucco-work. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

Northwest of the Main Building, there is a large Dormitory, which contains living and sleeping apartments. It also contains a spacious dining-room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40 x 80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

VIEW SOUTH FROM THE COLLEGE.

Of the SEVEN RESIDENCES owned by the College, six occupy that portion of the College grounds which is located south of Cedar Street; the seventh, the residence of the President, is situated a short distance west of the Old Building.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is almost evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may here be noted that the city also possesses an excellent library and a well-stocked museum, both of which institutions, together with the well-known art gallery, are valuable auxiliaries in the matter of education.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, give up study and leave the College, except in cases of relegation, protracted illness, or consilium abeundi.

The charges for light, use of library, and physical training are one dollar each per annum for all pupils. Entrance, lodging, and graduation are free to all pupils. Every pupil pays a doctor's fee of two dollars per annum. The College charges no incidental fee; yet it holds its pupils responsible for any damage done by them to its property.

The cost of board and fuel is sixty-three dollars per annum for all pupils.

The expenses for board, fuel, light, medical treatment, and use of library are payable in quarterly installments of $17.00.

The yearly expenses for textbooks range from about six to fourteen dollars.

Terms.

The College year is divided into two terms.

The first term extends from the first Wednesday of September until the thirty-first day of January.

The second term begins on the first day of February, and continues until the last Wednesday of June.

During the first term, there is a vacation of some two weeks, which is known as Christmas vacation. There are no scholastic exercises on Thanksgiving Day and Luther's Birthday.

During the second term, there is a vacation at Easter time, which lasts about one week and a half, and is known as Easter vacation. Washington's Birthday, Decoration Day, Ascension Day, and Monday after Whitsunday are observed as holidays.

The College year embraces a period of nearly ten months of continuous instruction, including vacations and holidays.

Reports and Diplomas.

At the end of each term the students receive reports of their respective standing, and at the close of the collegiate year the graduates are awarded diplomas, which are signed by the faculty and bear the seal of the College. The highest distinction attainable is "*summo cum honore.*"

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to win back and preserve his soul.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College, There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied with testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic Students may enter an advanced class, provided they pass a satisfactor examination or show up certificates issued by recognized schools.

Tabular Statements.

BOARD OF JOINT SYNOD.

Rev. Dr. F. PIEPER, President, ...St. Louis, Mo.
Rev. P. BRAND, First Vice President, ...Pittsburg, Pa.
Rev. C. C. SCHMIDT, Second Vice President, ...St. Louis, Mo.
Rev. H. SUCCOP, Third Vice President, ...Chicago, Ill.
Rev. R. D. BIEDERMANN, Secretary, ...Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer, ...St. Louis, Mo.

BOARD OF ELECTORS OF JOINT SYNOD.

Rev. H. SUCCOP, ...Chicago, Ill.
Rev. H. SPRENGELER, ...Milwaukee, Wis.
Rev. FR. SIEVERS, ...Tawas City, Mich.
Rev. F. BRUST, ...Concordia, Mo.
Rev. L. HOELTER, ...Chicago, Ill.
Rev. A. SENNE, ...Buffalo, N. Y.
The Board of Directors of the Institution concerned.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. J. STRASEN, as representative of the Rev. H. Daib, President of the Wisconsin District Synod,.....Milwaukee, Wis.
Rev. B. SIEVERS, ...Milwaukee, Wis.
Mr. J. KOCH, ...Milwaukee, Wis.
Mr. AUGUST LUEDKE, ...Milwaukee, Wis.
Dr. H. DUEMLING, ...Milwaukee, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of College, and Instructor in Principles of Christianity, ...app. 1893
CARL F. W. HUTH, Professor of Classics, ...app. 1881
EMIL HAMANN, Prof. of Natural Science and Mathematics,....app. 1882
G. WILLIAM MUELLER, Prof. of English, ...app. 1883
OTTO HATTSTAEDT, Prof. of German, ...app. 1884
CARL ROSS, Prof. of Hebrew and Classics, ...app. 1890
CARL GAENSSLE, Prof. of Classics, ...app. 1904
ANDREW MUELLER, Instructor in Gymnastics, ...app. 1896

Enrolled Pupils, 1906=1907.

SEXTA.

	Name	Age
1.	E Bauch	15
2.	A. Behnke	14
3.	W. Behrens	15
4.	R. Boehlke	15
5.	H. Brauer	15
6.	W. Daenzer	15
7.	E. Gatzke	16
8.	O. Geisemann	13
9.	J. Harders	13
10.	A. Hardt	13
11.	W. Hohenstein	15
12.	H. Hoenecke	11
13.	W. Hoenecke	14
14.	M. Huebner	15
15.	W. Jaeger	15
16.	M. Keller	15
17.	F. Kiekhaefer	16
18.	E. Kolodzik	15
19.	Ph. Lange	14
20.	P. Lueders	14
21.	E. Ludwig	14
22.	H. Meyer	14
23.	H. Miessler	14
24.	E. Mosner	15
25.	H. Mueller	15
26.	H. Nieting	14
27.	O. Pfotenhauer	14
28.	H. Prange	15
29.	A. Riebe	15
30.	G. Ross	15
31.	A. Schirm	14
32.	E. Schmidt	15
33.	W. Schultz	15
34.	K. Soderstrom	18
35.	E. Strassburger	14
36.	R. Torgler	15
37.	W. Wangerin	15
38.	P. Waschilewsky	15
39.	W. Will	15
40.	A. Wolter	14
41.	G. Zilly	14

QUINTA.

1.	H. Bartz	14
2.	K. Bast	15
3.	H. Bode	15
4.	K. Boness	14
5.	O. Brill	15
6.	V. Brohm	16
7.	A. Cook	18
8.	A. Fahling	15
9.	H. Fleer	16
10.	P. Fleischfresser	15
11.	R. Frick	14
12.	W. Goldschmidt	16
13.	L. Heinecke	15
14.	O. Huth	15
15.	W. Klaus	16
16.	E. Kleinschmit	16
17.	R. Kluender	15
18.	H. Kumnick	16
19.	W. Lenz	15
20.	R. Malotky	17
21.	E. Merkel	15
22.	W. Possin	15
23.	A. Preisinger	15
24.	F. Proehl	15
25.	A. Rabus	15
26.	H. Richert	16
27.	W. Rubel	15
28.	J. Schliepsiek	16
29.	Th. Schliepsiek	16
30.	H. Schmidt	16
31.	E. Schroeder	17
32.	F. Schultz	16
33.	K. Schulz	16
34.	R. Schulz	17
35.	E. Schwartz	16
36.	L. Sielaff	15
37.	H. Speerbrecher	15
38.	L. Springer	15
39.	G. Strasen	15
40.	F. Treiber	16
41.	H. Unrath	16
42.	E. Wille	16

QUARTA.

1.	Th. Appelt	15
2.	F. Bangert	18
3.	K. Behnke	15
4.	F. Brauer	16
5.	A. Bruss	17
6.	W. Bruss	16
7.	W. Burmeister	18
8.	F. Decker	16
9.	W. Dittmer	17
10.	R. Ewald	18
11.	W. Fechner	16
12.	K. Fickenscher	16
13.	G. Fleiss	17
14.	B. Fraedrich	19
15.	Cl. Giese	17
16.	R. Goetz	16
17.	W. Haacker	18
18.	P. Haacke	18
19.	F. Heerboth	16
20.	O. Henning	17
21.	G. Hillesheim	16
22.	W. Huebner	17
23.	J. Jost	16
24.	F. Klemm	18
25.	P. Kliefoth	17
26.	P. Kretzmann	15
27.	Ph. Lachmann	18
28.	H. Meier	16
29.	A. Merkel	17
30.	A. Miller	16
31.	Ph. Mueller	16
32.	E. Prange	16
33.	K. Ramthun	16
34.	E. Rennhack	17
35.	H. Richter	16
36.	P. Schaus	18
37.	G. Schmidt	16
38.	H. Schmidt	16
39.	E. Schulenburg	17
40.	W. Spruth	18
41.	R. Stuth	15
42.	P. Taege	18
43.	F. Thielemann	17
44.	A. Wedel	16
45.	W. Wiltenburg	16
46.	H. Wind	16

TERTIA.

Name	Age	Name	Age	Name	Age
1. W. Bezold	18	12. A. Loeber	17	23. G. Schupmann	17
2. A. Blanck	16	13. W. Loretz	19	24. B. Selcke	18
3. W. Deckmann	19	14. W. Malinsky	17	25. G. Starck	17
4. H. Degner	18	15. A. Meyer	19	26. P. Strasen	18
5. W. Dobberfuhl	17	16. O. Nieting	17	27. K. Tedrahn	18
6. W. Harnisch	17	17. A. Noack	18	28. W. Theiss	19
7. P. Hartmann	17	18. P. Rathert	17	29. K. Voelz	17
8. E. Hieber	17	19. E. Riethmeier	18	30. W. Wedig	19
9. P. Koenig	18	20. P. Rohlfing	18	31. O. Weinrich	17
10. K. Kurth	18	21. M. Schliebe	19	32. A. Woker	18
11. W. Lochner	17	22. J. Schnack	18		

SECUNDA.

1. Th. Bergen	19	11. K. Gottberg	22	21. G. Pieper	18
2. E. Bertermann	19	12. H. Gugel	20	22. P. Pieper	16
3. H. Bohnhoff	18	13. A. Guettler	17	23. O. Richert	18
4. H. Braun	18	14. J. Harms	18	24. W. Rohe	19
5. J. Busch	19	15. P. Hedder	18	25. O. Rupprecht	18
6. O. Diersen	18	16. W. Hennig	17	26. G. Schlei	19
7. A. Geist	17	17. E. Hilgendorf	17	27. K. Schulenburg	19
8. G. Geist	17	18. K. Hoffmann	21	28. S. Thies	18
9. H. Gerth	19	19. W. Kohn	19	29. O. Treide	18
10. K. Gieseler	19	20. L. Kueffner			

PRIMA.

1. M. Becker	19	10. R. Kraus	20	19. P. Roehrs	16
2. K. Dietz	19	11. P. Leyhe	21	20. F. Schaar	21
3. O. Engelbrecht	18	12. J. Mueller	19	21. P. Scherf	20
4. W. Frincke	19	13. M. Mueller	19	22. Th. Schubkegel	20
5. O. Groth	20	14. H. Nuoffer	19	23. P. Schulz	19
6. A. Hiltpold	19	15. H. Pfotenhauer	18	24. E. Wengert	22
7. E. Hoffmann	20	16. W. Preusser	18	25. J. Wiening	19
8. H. Holtmann	19	17. A. Rehwinkel	20	26. P. Woy	20
9. W. Kitzerow	20	18. W. Riedel	18		

Account of Work Done in the Various Classes, 1906--1907

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Two Principal Parts of the English version of Luther's Small Catechism and four hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Grammar, Etymology according to Ostermann's Lessons in Latin for Sexta and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Masius's German Reader.
Grammar, Course for Sexta according to Crull's Grammar. Exercises in orthography once a week.
Composition, Original composition, weekly written exercises and oral reproductions.
Elocution, Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, Book III, p. 1—70.
Spelling, The Modern Spelling Book, pp. 1—55.
Elocution, Four declamations by each student.
Private Reading, Carpenter's Geographical Reader of Asia.

HISTORY. Two lessons weekly. (Prof. Huth.)
Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to Charlemagne (excl.).

GEOGRAPHY, Two lessons weekly. (Prof. Mueller.)
America, special study of the United States.

ARITHMETIC. Three lessons weekly. (Prof. Gaenssle.)
Properties of Numbers. Fractions. Decimals. Denominate numbers. Measurements according to Robinson.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Zoology, Mammalia. **Ornithology,** Birds of prey, Climbers.

PENMANSHIP. Once a week. German script. (Prof. Ross.)

QUINTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Three Principal Parts of the English version of Luther's Small Catechism and three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Grammar, Etymology carried forward according to Schmidt-Lierse's Lessons in Latin for Quinta and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Exercises in Reading. Analysis of poems.
Grammar, Course of Sexta repeated and amplified.
Composition, Original compositions, weekly written exercises, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, completed and reviewed.
Spelling, The Modern Spelling Book, pp. 51—96.
Elocution, Four declamations by each student.
Private Reading, Burroughs's Sharp Eyes and Other Papers; Gulliver's Travels.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)
Biographical sketches of the leading historical characters from Charlemagne to Frederic the Great.

UNITED STATES HISTORY. Two lessons weekly. (Prof. Mueller.)
The whole ground was covered. Essential features of the Constitution explained.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)
Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Five general cases of percentage. Applications of percentage, according to Robinson.

NATURAL SCIENCE. Twice a week. (Prof. Hamann.)
Birds, Reptiles, Batracchians and Fishes.

PENMANSHIP. Once a week. (Prof. Huth.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, New Testament complete. Luther's Small Catechism was often repeated, and memorized according to the English version. Three hymns and two Psalms were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Eleven vitae of C. Nepos.
Grammar, Syntax according to Ostermann's Lessons and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Grammar, Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Grunsky's Lessons in Greek, Book I.
Composition, Exercises in translation. Extemporalia.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)
Reading, Selections in prose and poetry from the German classics. Analysis of poems.
Grammar, Syntax, (finished) according to Lyon's Grammar.
Composition, Original compositions, written exercises, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Franklin's Autobiography.
Grammar, Swinton's Grammar, pp. 1—142.
Compositions, Original compositions.
Spelling, The Modern Spelling Book, pp. 100—140.
Elocution, Four declamations by each student.
Private Reading, Longfellow's Hiawatha and Evangeline.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)
Ancient history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Straight lines, Angles, Plane figures.
Algebra, Algebraic notations. Addition, Subtraction, Multiplication. Division. Formulas. Factoring. Equations of the first degree with one unknown quantity.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Zoology, Articulata. Mollusca. Radiata.

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History. New Testament complete. The German and the English text of Luther's Small Catechism were memorized, also three hymns.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Caesaris de Bello Gallico, I—IV; selections from Ovidii Metamorphoses.
Grammar, Syntax according to Ostermann's Lessons in Latin for Tertia and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Anabasis, Books I and IV.
Grammar, Etymology completed according to Kaegi's Grammar and Kaegi's Lessons in Greek for Tertia, Book II.
Composition, Exercises in translation. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
Reading, Schiller's Wilhelm Tell; Uhland's Ernst, Herzog von Schwaben; Schiller's Lied von der Glocke, and many other smaller poems.
Grammar, The more difficult rules of grammar reviewed.
Rhetoric, Figures of speech.
Composition, Original compositions, written exercises based upon class-reading, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Matthews's Introduction to American Literature and Hawthorne's Marble Faun.
Grammar, Swinton's Grammar completed.
Composition and Rhetoric. Buth subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.
Spelling, The Modern Spelling Book completed.
Elocution, Four declamations by each student.
Private Reading, Lowell's Vision of Sir Launfall and Other Poems.

FRENCH. Once a week. (Prof. Hattstaedt.)
Elements of French according to Ploetz.

GENERAL HISTORY. Two lessons weekly. (Prof. Hamann.)
Roman and Mediaeval History to the Crusades.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Solution of the problems in Books I and II of Wentworth's Geometry and the problems and propositions according to Book III.
Algebra, Equations of the first degree with one and more unknown quantities. Algebraic Formulas. Fractions. Involution. Evolution.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Physics according to Shaw's Physics by Experiment.

SECUNDA.

RELIGION. Two lessons weekly. (Prof. Albrecht.)
The Christian doctrine according to Dr. J. C. Dietrich's Catechism, Ques. 221—536. The chief proof texts and the German and the English text of Luther's Small Catechism were often repeated.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Salustii Bellum Jugurthinum; Ciceronis Orat. de Imperio Cn. Pompei and Oratio prima in Catilinam. Vergilii Aeneidos Lib. I and II.
Grammar, Syntax according to Ostermann's Lessons in Latin for Secunda and Ellendt-Seyffert's Grammar.
Composition, Exercises in translation.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, v. Wilamowitz's Reader I; Homeri Odyssea, selections from Books XVII—XXII. Epistles of St. John.
Grammar, Etymology reviewed. Syntax, especially of cases, voices, moods, tenses and prepositions, according to Kaegi's Grammar and Kaegi's Lessons in Greek for Secunda.
Composition, Extemporalia. Exercises in translation.

HEBREW. Three lessons weekly. (Prof. Ross.)
Grammar, The noun, the regular and the guttural verb according to S. Schmidt's Grammar and Kautzsch's Lessons in Hebrew. Memorizing of requisite vocabulary.
Composition, Written exercises in translation from German into Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, The main facts showing the growth of German literature to the time of Luther (excl.).
Reading, Nibelungenlied, Gudrun, Walther von der Vogelweide; Hans Sachs; Lessing's Minna v. Barnhelm.
Composition, Original compositions.
Elocution, One declamation in each lesson, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature. The literary history of England, from 670 to 1599, was studied upon the basis of Brooke's English Literature Primer.
Reading, Shakespeare's Henry V; Macaulay's Life of Samuel Johnson.
Compositions, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Bunyan's Pilgrim's Progress, and Macaulay's Essay on Bunyan's Pilgrim's Progress.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the Treaty of Westphalia to the Downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Geometry, Similarity of Figures. Areas of Polygones. Regular Polygons and Circles.
Algebra, Evolution, Radical Quantities. Equations of the second and higher degrees with one and two unknown quantities according to Milne's Algebra.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Chemistry and Mineralogy, with numerous experiments.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Acts of the Apostles, Chapters 15—28, read in the original and expounded. The Christian doctrine reviewed according to the Augsburg Confession. Written Exercises. All proof texts cited in the Synodical Catechism were memorized, and the German and the English version of Luther's Catechism repeated.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Livy, Books XXI and XXII; selections from Cicero's Philosophical Writings; selections from Horace's Odes, Epistles, and Satires.
Grammar, Ostermann's Lessons in Latin for Prima. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Plato's Euthyphron, Apologia, Kriton; Sophocles's Oedipus Tyrannos.
Grammar, Syntax of moods, Infinitives and Participles. Translation of the corresponding parts in Kaegi's Lessons.
Composition, Extemporalia. Written translations.

HEBREW. Two lessons weekly. (Prof. Ross.)
Grammar and Composition, Repetition of the noun and the regular verb, and study of irregular verbs, according to S. Schmidt's Hebrew Grammar and Baltzer's Lessons in Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, Lectures on German literature from Luther to the Romantic school.
Reading, Schoeppa's Selections from Luther's Works; Lessing's Laokoon; Goethe's Goetz von Berlichingen; Schiller's Braut von Messina; selections from many noted poets.
Composition, Original compositions.
Elocution, Three declamations by each student.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature. The literary history of England, from 1599 to 1900, was studied upon the basis of Brooke's English Literature Primer.
Reading, Shakespeare's Hamlet; Milton's Paradise Lost, Books I. and II.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Carlysle's On Heroes, Hero-Worship, and the Heroic in History, and Tennyson's Coming of Arthur and Other Idylls of the King.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the Treaty of Westphalia to the downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Plane trigonometry. Solid geometry.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Anatomy, physiology. and hygiene. All subjects were taught by the aid of a human skeleton, plaster-casts of the various organs of the human body, and natural organs of animals.

Singing.

All the students were instructed in singing once a week, the two upper classes composing a choir of male voices, the four lower classes one of mixed voices. Both choirs received regular instruction in the principles of correct singing and studied a number of part songs, besides learning or repeating 100 choral melodies, sung by the congregations of the Ev. Luth. Church.

Physical Culture Department.

The special teacher in charge of gymnastic instruction was given two hours on four afternoons of every week for his work. He divided the students into six classes. After roll call, instruction was commenced with an exercise in running, which at first lasted one minute and was finally lengthened out to five minutes. This done, one or all of the following branches of instruction in gymnastics were taken up: a) Calisthenics, b) Wand Exercises, c) Dumb-Bell Exercises, d) Club Exercises, e) Apparatus Exercises. The results were astonishing, and reflected no little credit on the faithful work of teacher and students.

Classification by Residences of Pupils, 1881--1907.

Wisconsin	530	California	6
Illinois	422	Maryland	5
Missouri	101	Oregon	4
Minnesota	98	North Dakota	3
Michigan	89	Massachusetts	3
Iowa	63	Texas	2
Nebraska	49	Argentine Republic, S. A.	2
New York	27	New Jersey	2
South Dakota	18	Arkansas	1
Indiana	17	Washington	1
Kansas	17	Connecticut	1
Germany	13	Pennsylvania	1
Canada	8	Kentucky	1
Ohio	8		
			1474

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Classification by Enrollments of Pupils, 1881--1907.

Collegiate Year.	Newcomers.	Total Enrollment.	Collegiate Year.	Newcomers.	Total Enrollment.
1881—82	19	19	1894—95	49	213
1882—83	27	41	1895—96	45	179
1883—84	78	113	1896—97	72	207
1884—85	53	149	1897—98	65	219
1885—86	59	169	1898—99	43	190
1886—87	43	164	1899—1900	43	185
1887—88	39	132	1900—1901	56	185
1888—89	46	123	1901—1902	87	237
1889—90	63	141	1902—1903	64	232
1890—91	66	82	1903—1904	83	250
1891—92	58	201	1904—1905	79	252
1892—93	77	225	1905—1906	59	236
1893—94	51	227	1906—1907	60	216

of the Blackwell stages. "But it is certain that study is a sovereign remedy against ennui. Johnson, with many witnesses, pronounced the Oxford [sic] because he saw no books in the shell. The real use of traveling is to make us conscious of the value of our own [sic] by teaching us to perceive why it is the convenience of land which gives rise and value to money. Whole conversation is with one's own self and one's neighborhood; who derive all conclusions by passing what is not authentic, copious, and real, therefore, constantly confound impressions with rules, and accidents with essential properties. In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in action, and Samuel Johnson in reading."—*Lord Macaulay*.

* * *

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore if a man write little, he had need have a great memory, if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtile, natural philosophy deep, moral, grave; logic and rhetoric able to contend. Abeunt in studia mores. [Studies pass into the character or Manners are influenced by studies.] *Nay, there is no stond [hindrance] or impediment in the wit, but may be wrought out by fit studies, like as diseases of the body may have appropriate exercises. . . . Gentle walking is good for the stomach, riding for the head, and the like. . . . so if a man's wit be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again. . . . So every defect of the mind may have a special receipt.*"—*Francis Bacon*.

* * *

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden ring everything which can or does strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, with which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It says that since every part of our nature is the sacred gift of God, he who neglects his body, who contaminates his body, who corrupts it, who abuses it, or even (as [illegible] sickly, ailing, broken, enervate, sin against the laws of the body."—*Mosso, Col. Lyte*.

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Concordia College

MILWAUKEE, WIS.

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„So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

Luther.

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. They have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers; and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CONCORDIA COLLEGE, MILW'AU'KEE, WIS.

CATALOGUE

.... OF....

Concordia College

MILWAUKEE, WIS.

THE LIBRARY OF THE
MAR 3 1931
UNIVERSITY OF ILLINOIS

ISSUED AT THE END OF

ITS TWENTY-SEVENTH YEAR, 1907-1908

PUBLISHED BY THE COLLEGE

1908

Calendar for 1908--1909.

First Term begins	Sept. 2.
Lessons begin	Sept. 3.
Luther's Birthday	Nov. 10.
Thanksgiving Day	Nov. 26.
Christmas Holidays begin	Dec. 18.
First Term ends	Feb. 1.
Second Term begins	Feb. 2.
Washington's Birthday	Feb. 22.
Easter Vacation begins	April 2.
Ascension Day	May 20.
Decoration Day	May 30.
Monday after Whitsunday	June 1.
Second Term ends	June 30.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT, Concordia College, Milwaukee, Wis.

.... Concordia College ....

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may therefore be considered a preparatory institution for such Lutheran divinity schools as require for admission a good speaking knowledge of Latin, a thorough acquaintance with Greek and Hebrew, the languages of the Old and New Testaments, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give the young men committed to the care of the College a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum not commonly included in that of the Latin schools of Europe.

The subjects in which instruction is provided are as follows: Religion. Latin, Greek, Hebrew, English, German, French, History, including American, Mathematics, Natural Sciences, Geography, Drawing, Penmanship.

This course of studies occupies a period of six years. Each study is obligatory; but it is believed that a young man of good parts and close application will readily pass from class to class.

Attention is also given to the study of music, vocal as well as instrumental. Nothing serves to sweeten and beautify life as much as "Music's golden tongue," and as this heaven-descended art also forms an element in the services of the Evangelical Lutheran Church, all students are required to attend the instructions in singing and encouraged to play an instrument.

Physical training, also, occupies a place in the regular course of exercise, conformably to the hygienic law that all attainable health is a duty, all avoidable sickness a sin. A professional teacher has been engaged, and no student may shirk attendance on the classes in gymnastics.

There are no seniors, juniors, etc., at Concordia College, as the classes are designated by Latin names. The graduating, or senior, class is called Prima. The others are respectively termed Secunda, Tertia, Quarta, Quinta, Sexta. Sexta, which means sixth class, is the lowest class, and is composed of the first-year pupils. Quinta and Sexta answer to what are called preparatory or high school classes in other institutions.

A boarding establishment is connected with the College which furnishes good substantial fare to all students at a nominal cost.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits, between State and Wells streets. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven acres of land intersected on the south by Cedar Street. The smaller part thus cut off has been appropriated to the use of the professors. The larger tract affords a roomy campus, divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing, in their close clipped lawns, in their shade trees, and retired nooks and corners, splendid places for recreation.

GYMNASIUM.

Buildings.

Concordia College has three buildings, a gymnasium, a hospital, and seven residences.

The Main Building is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

The Main Building is used only for purposes of instruction and worship. It contains eight large class-rooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The class-rooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stucco-work. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

Northwest of the Main Building, there is a large Dormitory, which contains living and sleeping apartments. It also contains a spacious dining-room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40 x 80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

VIEW SOUTH FROM THE COLLEGE

Of the SEVEN RESIDENCES owned by the College, six occupy that portion of the College grounds which is located south of Cedar Street; the seventh, the residence of the President, is situated a short distance west of the Old Building.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is almost evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may here be noted that the city also possesses an excellent library and a well-stocked museum, both of which institutions, together with the well-known art gallery, are valuable auxiliaries in the matter of education.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, give up study and leave the College, except in cases of relegation, protracted illness, or consilium abeundi.

The charges for light, use of library, and physical training are one dollar each per annum for all pupils. Entrance, lodging, and graduation are free to all pupils. Every pupil pays a doctor's fee of two dollars per annum. The College charges no incidental fee; yet it holds its pupils responsible for any damage done by them to its property.

The cost of board and fuel is sixty-three dollars per annum for all pupils.

The expenses for board, fuel, light, medical treatment, and use of library are payable in quarterly installments of $17.00.

The yearly expenses for textbooks range from about six to fourteen dollars.

Terms.

The College year is divided into two terms.

The first term extends from the first Wednesday of September until the thirty-first day of January.

The second term begins on the first day of February, and continues until the last Wednesday of June.

During the first term, there is a vacation of some two weeks, which is known as Christmas vacation. There are no scholastic exercises on Thanksgiving Day and Luther's Birthday.

During the second term, there is a vacation at Easter time, which lasts about one week and a half, and is known as Easter vacation. Washington's Birthday, Decoration Day, Ascension Day, and Monday after Whitsunday are observed as holidays.

The College year embraces a period of nearly ten months of continuous instruction, including vacations and holidays.

Reports and Diplomas.

At the end of each term the students receive reports of their respective standing, and at the close of the collegiate year the graduates are awarded diplomas, which are signed by the faculty and bear the seal of the College. The highest distinction attainable is "*summo cum honore.*"

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to win back and preserve his soul.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College, There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied with testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

Tabular Statements.

BOARD OF JOINT SYNOD.

Rev. Dr. F. PIEPER, President, ...St. Louis, Mo.
Rev. F. PFOTENHAUER, First Vice President, ...Hamburg, Minn.
Rev. P. BRAND, Second Vice President, ...Pittsburg, Pa.
Rev. J. MILLER, Third Vice President, ...Ft. Wayne, Ind.
Rev. J. STRASEN, Fourth Vice President, ...Milwaukee, Wis.
Rev. R. D. BIEDERMANN, Secretary, ...Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer, ...St. Louis, Mo.

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Rev. H. SUCCOP, ...Chicago, Ill.
Rev. H. SPRENGELER, ...Milwaukee, Wis.
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Rev. L. HOELTER, ...Chicago, Ill.
Rev. A. SENNE, ...Buffalo, N. Y.

The Board of Directors of the Institution concerned.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. J. STRASEN, as representative of the Rev. H. Daib, President of the Wisconsin District Synod,.....Milwaukee, Wis.
Rev. B. SIEVERS, ...Milwaukee, Wis.
Mr. A. LUEDKE, ...Milwaukee, Wis.
Dr. H. DUEMLING, ...Milwaukee, Wis.
Mr. F. PRITZLAFF .....Milwaukee, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of College, and Instructor in Principles of Christianity, ...app. 1893
CARL F. W. HUTH, Professor of Classics, ...app. 1881
EMIL HAMANN, Prof. of Natural Science and Mathematics,...app. 1882
G. WILLIAM MUELLER, Prof. of English, ...app. 1883
OTTO HATTSTAEDT, Prof. of German, ...app. 1884
CARL ROSS, Prof. of Hebrew and Classics, ...app. 1890
CARL GAENSSLE, Prof. of Classics, ...app. 1904
ANDREW MUELLER, Instructor in Gymnastics, ...app. 1896

Enrolled Pupils, 1907--1908.

SEXTA.

	Name	Age
1.	A. Brux	15
2.	H. Burgdorf	14
3.	M. Cowalsky	15
4.	L. Ebert	16
5.	A. Engelhard	14
6.	H. Gaertner	14
7.	H. Gamber	15
8.	M. Gamm	14
9.	F. Gerike	16
10.	E. Hahn	14
11.	M. Harms	15
12.	R. Henke	15
13.	G. Hennig	13
14.	P. Hintze	15
15.	H. Hoenecke	12
16.	W. Hoenecke	15
17.	F. Isele	14
18.	M. Kauth	15
19.	F. Kiekhaefer	17
20.	E. Kionka	14
21.	K. Koehler	14
22.	H. Kohn	14
23.	O. Kohn	14
24.	C. Kretzmann	15
25.	B. Kupfer	12
26.	H. Laabs	17
27.	A. Lindenmeyer	14
28.	E. Meyer	14
29.	L. Meyer	17
30.	A. Michael	15
31.	G. Mietke	15
37.	K. Müller	14
33.	F. Nierode	14
34.	A. Paul	14
35.	P. Petermann	15
36.	W. Quenstedt	16
37.	Cl. Rackow	14
38.	R. Reichmann	15
39.	H. Rockebrandt	14
40.	E. Rubel	13
41.	C. Schoessow	15
42.	G. Scholz	13
43.	E. Soldner	14
44.	W. Schroeter	17
45.	Kl. Thies	14
46.	G. Trülzsch	13
47.	D. Weissbrodt	13
48.	P. Wendt	14
49.	W. Wilk	16
50.	F. Worthmann	14

QUINTA.

1.	P. Bast	15
2.	A. Behnke	15
3.	W. Behrens	16
4.	R. Boehlke	16
5.	A. Brauer	15
6.	H. Brauer	16
7.	P. Bretscher	14
8.	P. Burkholz	15
9.	W. Daenzer	16
10.	O. Geisemann	14
11.	A. Hardt	14
12.	W. Hohenstein	16
13.	M. Hübner	16
14.	R. Hudtloff	16
15.	H. Juneau	15
16.	M. Keller	16
17.	F. Koenig	15
18.	Ph. Lange	15
19.	W. Lippmann	15
20.	P. Lüders	15
21.	E. Ludwig	15
22.	H. Miessler	15
23.	E. Mosner	16
24.	H. Müller	16
25.	K. Mundinger	14
26.	H. Nieting	15
27.	O. Pfotenhauer	15
28.	H. Prange	16
29.	G. Ross	16
30.	A. Schirm	15
31.	E. Schmidt	16
32.	A. Schnaible	14
33.	W. Schroeder	16
34.	K. Soderstrom	19
35.	E. Strassburger	15
36.	R. Torgler	16
37.	W. Wangerin	16
38.	P. Waschilewsky	16
39.	W. Will	16
40.	A. Wolter	15
41.	G. Zilly	15

QUARTA.

1.	H. Bartz	15
2.	K. Bast	16
3.	K. Boness	15
4.	O. Brill	16
5.	V. Brohm	17
6.	O. Burkhardt	16
7.	A. Cook	19
8.	A. Fahling	16
9.	R. Frick	15
10.	W. Goldschmidt	17
11.	L. Heinecke	16
12.	O. Huth	16
13.	W. Klaus	17
14.	R. Klünder	16
15.	H. Kumnick	16
16.	J. Lucht	17
17.	R. Malotky	18
18.	F. Mayer	15
19.	E. Merkel	16
20.	A. Preisinger	16
21.	F. Proehl	16
22.	A. Rabus	16
23.	W. Rubel	16
24.	Th. Schliepsieck	17
25.	H. Schmidt	17
26.	F. Schultz	17
27.	K. Schulz	17
28.	E. Schwartz	18
29.	L. Sielaff	16
30.	H. Speerbrecher	15
31.	F. Treiber	17
32.	E. Wille	17

TERTIA.

	Name	Age
1.	Th. Appelt	16
2.	F. Bangert	19
3.	K. Behnke	16
4.	F. Brauer	17
5.	A. Bruss	18
6.	W. Burmeister	19
7.	W. Dittmer	18
8.	R. Ewald	19
9.	W. Fechner	17
10.	K. Fickenscher	17
11.	G. Fleiss	18
12.	R. Goetz	17
13.	W. Haacker	19
14.	O. Henning	18
15.	G. Hillesheim	17
16.	W. Hübner	18
17.	E. Kionka	17
18.	F. Klemm	19
19.	P. Kretzmann	16
20.	H. Meier	17
21.	A. Merkel	18
22.	Th. Müller	17
23.	K. Ramthun	17
24.	E. Richter	17
25.	H. Richter	17
26.	W. Schaefer	18
27.	P. Schaus	19
28.	G. Schmidt	17
29.	W. Sommerfeldt	20
30.	W. Spruth	19
31.	R. Stuth	16
32.	P. Taege	17
33.	K. Wedel	17
34.	W. Wiltenburg	17
35.	H. Wind	17

SECUNDA.

1.	W. Bezold	19
2.	A. Blanck	17
3.	W. Deckmann	20
4.	H. Degner	19
5.	W. Dobberfuhl	18
6.	W. Harnisch	18
7.	P. Hartmann	18
8.	E. Hieber	18
9.	P. Koenig	19
10.	K. Kurth	19
11.	A. Loeber	18
12.	W. Lochner	18
13.	W. Loretz	20
14.	W. Malinsky	18
15.	A. Meyer	20
16.	O. Nieting	18
17.	P. Rathert	18
18.	P. Rohlfing	19
19.	M. Schliebe	20
20.	J. Schnack	19
21.	B. Selcke	19
22.	G. Starck	18
23.	P. Strasen	19
24.	K. Tedrahn	19
25.	W. Theiss	20
26.	K. Völz	18
27.	W. Wedig	20
28.	O. Weinrich	18
29.	A. Woker	19

PRIMA.

1.	Th. Bergen	20
2.	E. Bertermann	20
3.	H. Bohnhoff	19
4.	H. Braun	19
5.	J. Busch	20
6.	O. Diersen	19
7.	A. Geist	18
8.	G. Geist	18
9.	H. Gerth	20
10.	K. Gieseler	20
11.	K. Gottberg	23
12.	H. Gugel	21
13.	A Güttler	18
14.	J. Harms	19
15.	P. Hedder	19
16.	V. Hennig	18
17.	E. Hilgendorf	18
18.	K. Hoffmann	22
19.	W. Kohn	20
20.	L. Küffner	20
21.	P. Pieper	17
22.	O. Richert	19
23.	W. Rohe	20
24.	O. Rupprecht	19
25.	K. Schulenburg	20
26.	S. Thies	19
27.	O. Treide	19

Account of Work Done in the Various Classes, 1907--1908.

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Luther's Small Catechism was repeated, and two Principal Parts of its English version and three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle).
Grammar, Etymology according to Busch's Lessons in Latin for Sexta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading. Masius's German Reader.
Grammar, Course for Sexta according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.
Composition, Original compositions, weekly written exercises and oral reproductions.
Elocution, Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, Book III, pp. 1—70.
Spelling, The Modern Spelling Book, pp. 1—54.
Elocution, Four declamations by each student.
Private Reading. Carpenter's Geographical Reader of Africa.

HISTORY. Two lessons weekly. (Prof. Ross.)
Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to Charlemagne (excl.).

GEOGRAPHY. Two lessons weekly. (Prof. Mueller.)
America, special study of the United States.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Properties of Numbers. Fractions. Decimals. Denominate numbers. Measurements according to Robinson.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Zoology, Mammalia. **Ornithology,** Birds of prey, Climbers.

PENMANSHIP. Once a week. German script. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Five Principal Parts of the English version of Luther's Small Catechism and three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Grammar, Etymology completed according to Ostermann's Lessons in Latin for Quinta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Exercises in reading. Analysis of poems.
Grammar, Course of Sexta repeated and amplified.
Composition, Original compositions, weekly written exercises, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, completed and reviewed.
Spelling, The Modern Spelling Book, pp. 55—106.
Elocution, Four declamations by each student.
Private Reading, Hawthorne's Wonder-Book and Holmes's Grandmother's Story and Other Poems.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)
Biographical sketches of the leading historical characters from Charlemagne to the French Revolution.

UNITED STATES HISTORY. Two lessons weekly. (Prof. Mueller.)
The subject was studied on the basis of Mace's School History of the United States.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)
Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Five general cases of percentage, Applications of percentage, according to Robinson.

NATURAL SCIENCE. Twice a week. (Prof. Hamann.)
Birds, Reptiles, Batracchians.

PENMANSHIP. Once a week. (Prof. Huth.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The Old Testament. Luther's Small Catechism was often repeated, and memorized according to the German and English version. Three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle).
Reading, Schmidt-Lierse's Latin Reader.
Grammar, Syntax according to Schmidt-Lierse's Lessons and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Grammar, Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Wesener's Lessons in Greek, Book I.
Composition, Exercises in translation. Extemporalia.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)
Reading, Selections in prose and poetry from the German classics. Analysis of poems.
Grammar, Syntax, (finished) according to Crull's Grammar.
Composition, Original compositions, written exercises, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Irving's Alhambra.
Grammar, Swinton's Grammar, pp. 1—136.
Composition, Original compositions.
Spelling, The Modern Spelling Book, pp. 97—138.
Elocution, Four declamations by each student.
Private Reading, Longfellow's Hiawatha, Evangeline, and Courtship of Miles Standish.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)
Ancient history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Straight lines, Angles, Plane figures.
Algebra, Algebraic notations. Addition, Subtraction, Multiplication, Division. Formulas. Factoring. Equations of the first degree with one unknown quantity.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Zoology, Articulata. Mollusca. Radiata. — **Botany.**

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The Old Testament. The German and the English text of Luther's Small Catechism were memorized, also three hymns.

LATIN. Seven hours weekly. (Prof. Ross.)
Reading, Caesaris de Bello Gallico, I—III; selections from Ovidii Metamorphoses.
Grammar, Syntax according to Warschauer's Lessons in Latin for Tertia and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Anabasis, Books I and IV.
Grammar, Etymology completed according to Kaegi's Grammar and Kaegi's Lessons in Greek for Tertia.
Composition, Exercises in translation. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
Reading, Schiller's Jungfrau von Orleans; Kleist's Prinz Friedrich von Homburg; Schiller's Lied von der Glocke, and many other smaller poems.
Grammar, The more difficult rules of grammar reviewed.
Rhetoric, Figures of speech. Theory of style.
Composition, Original compositions, written exercises based upon class-reading, extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Matthews's Introduction to American Literature and Irving's Tales of a Traveler.
Grammar, Swinton's Grammar completed.
Composition and Rhetoric. Both subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.
Spelling, The Modern Spelling Book completed.
Elocution, Four declamations by each student.
Private Reading, Webster's First and Second Bunker Hill Orations; Webster's Character of Washington; Washington's Farewell Address, and Whittier's Snow-Bound and Songs of Labor.

FRENCH. Once a week. (Prof. Hattstaedt.)
Elements of French according to Ploetz.

GENERAL HISTORY. Two lessons weekly. (Prof. Huth.)
Roman and Mediaeval History to the Crusades.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, The Circle and Similarity of Figures.
Algebra. Equations of the first degree with one and more unknown quantities. Algebraic Formulas. Fractions. Evolution.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Many problems in Physics explained by practical experiments.

SECUNDA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The first two Principal Parts of the Synodical Catechism were studied. The chief proof texts and the German and the English text of Luther's Small Catechism were often repeated. Three psalms were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Sallustii Bellum Catilinae; Ciceronis Oratio Pro Roscio and Oratio pro Archia Poeta. Vergilii Aeneidos Lib. I and II.
Grammar, Syntax according to Warschauer's Lessons in Latin for Secunda and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Hellenica I. II.; Homeri Odyssea, Books I, VI, VIII, IX. Epistles of St. John.
Grammar, Etymology reviewed. Syntax, especially of cases, voices, moods, and tenses, according to Kaegi's Grammar and Kaegi's Lessons in Greek for Secunda.
Composition, Extemporalia. Exercises in translation.

HEBREW. Three lessons weekly. (Prof. Ross.)
Grammar, The noun, the regular and the guttural verb according to S. Schmidt's Grammar and Baltzer's Lessons in Hebrew. Memorizing of requisite vocabulary.
Composition, Written exercises in translation from German into Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, The main facts showing the growth of German literature to the time of Luther (incl.).
Reading, Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. — Schiller's Maria Stuart.
Composition, Original compositions.
Elocution, One declamation in each lesson, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature. The literary history of England, from the beginning to 1625, was studied upon the basis of Newcomer's English Literature.
Reading, Shakespeare's Midsummer Night's Dream; Macaulay's England in 1685.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Pope's Iliad of Homer (I, VI, XXII, XXIV).

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From Rudolf of Hapsburg to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Geometry, Similarity of Figures. Areas of Polygons. Regular Polygons and Circles.
Algebra, Evolution, Radical Quantities. Equations of the second and higher degrees with one and two unknown quantities according to Milne's Algebra.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Chemistry and Mineralogy, with numerous experiments.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Gospel according to St. Mark, read in the original and expounded. All proof texts cited in the Synodical Catechism were memorized, and the German and the English version of Luther's Small Catechism repeated.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Reading, Livy, Book XXII; Cicero's De Amicitia and Or. In Catilinam II.; Horace's De Arte Poetica and selections from his Odes and Satires.
Grammar, Ostermann's Lessons in Latin for Prima. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Plato's Euthyphron, Apologia, Kriton; Sophocles's Oedipus Rex.
Grammar, Syntax of moods, Infinitives and Participles. Translation of the corresponding parts in Kaegi's Lessons. Etymology reviewed.
Composition, Written translations. Extemporalia.

HEBREW. Two lessons weekly. (Prof. Ross.)
Grammar and Composition, Study of irregular verbs, numerals, adverbs, and participles, according to S. Schmidt's Hebrew Grammar and Kautzsch's Lessons in Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.
Reading, Selections from Luther's Works and Lessing's Laokoon; Goethe's Iphigenie auf Tauris; Schiller's Braut von Messina; selections from many noted poets.
Composition, Original compositions.
Elocution, Three declamations by each student.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature, The literary history of England, from 1599 to 1900, was studied upon the basis of Brooke's English Literature Primer.
Reading, Shakespeare's Macbeth; Milton's Paradise Lost, Books I. and II.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Tennyson's Princess; Ruskin's Sesame and Lilies.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From Rudolf of Hapsburg to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Plane trigonometry. Solid geometry.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Anatomy, physiology, and hygiene. All subjects were taught by the aid of a human skeleton, plaster-casts of the various organs of the human body, and natural organs of animals.

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Singing.

All the students were instructed in singing once a week, the two upper classes composing a choir of male voices, the four lower classes one of mixed voices. Both choirs received regular instruction in the principles of correct singing and studied a number of part songs, besides learning or repeating 100 choral melodies, sung by the congregations of the Ev. Luth. Church.

Physical Culture Department.

The special teacher in charge of gymnastic instruction was given two hours on four afternoons of every week for his work. He divided the students into six classes. After roll call, instruction was commenced with an exercise in running, which at first lasted one minute and was finally lengthened out to five minutes. This done, one or all of the following branches of instruction in gymnastics were taken up: a) Calisthenics, b) Wand Exercises, c) Dumb-Bell Exercises, d) Club Exercises, e) Apparatus Exercises. The results were astonishing, and reflected no little credit on the faithful work of teacher and students.

Classification by Residences of Pupils, 1881—1908.

Wisconsin	561	California	6
Illinois	441	Maryland	5
Missouri	101	Oregon	4
Michigan	97	North Dakota	3
Minnesota	91	Massachusetts	3
Iowa	66	Texas	2
Nebraska	41	Argentine Republic, S. A.	2
New York	27	New Jersey	2
South Dakota	18	Arkansas	1
Indiana	18	Washington	1
Kansas	15	Connecticut	1
Germany	14	Pennsylvania	1
Canada	8	Kentucky	1
Ohio	8		
			1538

Classification by Enrollments of Pupils, 1881—1908.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1895—96	45	179
1882—83	27	41	1896—97	72	207
1883—84	78	113	1897—98	65	219
1884—85	52	149	1898—99	43	190
1885—86	59	169	1899—1900	43	185
1886—87	43	164	1900—1901	56	185
1887—88	39	132	1901—1902	87	237
1888—89	46	123	1902—1903	64	232
1889—90	63	141	1903—1904	83	250
1890—91	66	182	1904—1905	79	252
1891—92	58	201	1905—1906	49	236
1892—93	77	225	1906—1907	60	216
1893—94	51	227	1907—1908	65	214
1894—95	49	213			

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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Concordia College

MILWAUKEE, WIS.

„So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

Luther.

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. They have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literatures is not old or dead, but fresh and young* in comparison with the bones of the cave dwellers; and that, though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called a *universal language*"—*Jacob Grimm.*

"Now malleable and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the slender birch, now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are to themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

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CONCORDIA COLLEGE, MILWAUKEE, WIS.

CATALOGUE

....OF....

Concordia College

MILWAUKEE, WIS.

ISSUED AT THE END OF

ITS TWENTY-EIGHTH YEAR, 1908-1909

PUBLISHED BY THE COLLEGE

1909.

Calender for 1909-1910.

First Term begins	Sept. 1.
Lessons begin	Sept. 2.
Luther's Birthday	Nov. 10.
Thanksgiving Day	Nov. 25.
Christmas Holidays begin	Dec. 17.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	March 18.
Ascension Day	May 5.
Monday after Whitsunday	May 16.
Decoration Day	May 30.
Second Term ends	June 24.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT,
Concordia College, Milwaukee, Wis.

.... Concordia College ....

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may therefore be considered a preparatory institution for such Lutheran divinity schools as require for admission a good speaking knowledge of Latin, a thorough acquaintance with Greek and Hebrew, the languages of the Old and New Testaments, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give the young men committed to the care of the College a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum not commonly included in that of the Latin schools of Europe.

The subjects in which instruction is provided are as follows: Religion, Latin, Greek, Hebrew, English, German, French, History, including American, Mathematics, Natural Sciences, Geography, Drawing, Penmanship.

This course of studies occupies a period of six years. Each study is obligatory; but it is believed that a young man of good parts and close application will readily pass from class to class.

Attention is also given to the study of music, vocal as well as instrumental. Nothing serves to sweeten and beautify life as much as "Music's golden tongue," and as this heaven-descended art also forms an element in the services of the Evangelical Lutheran Church, all students are required to attend the instructions in singing and encouraged to play an instrument.

Physical training, also, occupies a place in the regular course of exercise, conformably to the hygienic law that all attainable health is a duty, all avoidable sickness a sin. A professional teacher has been engaged, and no student may shirk attendance on the classes in gymnastics.

There are no seniors, juniors, etc., at Concordia College, as the classes are designated by Latin names. The graduating, or senior, class is called Prima. The others are respectively termed Secunda, Tertia, Quarta, Quinta, Sexta. Sexta, which means sixth class, is the lowest class, and is composed of the first-year pupils. Quinta and Sexta answer to what are called preparatory or high school classes in other institutions.

A boarding establishment is connected with the College which furnishes good substantial fare to all students at a nominal cost.

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits, between State and Wells streets. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven acres of land intersected on the south by Cedar Street. The smaller part thus cut off has been appropriated to the use of the professors. The larger tract affords a roomy campus, divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing, in their close clipped lawns, in their shade trees, and retired nooks and corners, splendid places for recreation.

GYMNASIUM.

Buildings.

Concordia College has three buildings, a gymnasium, a hospital, and seven residences.

The Main Building is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

The Main Building is used only for purposes of instruction and worship. It contains eight large class-rooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The class-rooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stucco-work. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

Northwest of the Main Building, there is a large Dormitory, which contains living and sleeping apartments. It also contains a spacious dining-room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40 x 80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

VIEW SOUTH FROM THE COLLEGE

Of the SEVEN RESIDENCES owned by the College, six occupy that portion of the College grounds which is located south of Cedar Street; the seventh, the residence of the President, is situated a short distance east of the Old Building.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is almost evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may here be noted that the city also possesses an excellent library and a well-stocked museum, both of which institutions, together with the well-known art gallery, are valuable auxiliaries in the matter of education.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, give up study and leave the College, except in cases of relegation, protracted illness, or consilium abeundi.

The charges for light, use of library, and physical training are one dollar each per annum for all pupils. Entrance, lodging, and graduation are free to all pupils. Every pupil pays a doctor's fee of two dollars per annum. The College charges no incidental fee; yet it holds its pupils responsible for any damage done by them to its property.

The cost of board and fuel is sixty-three dollars per annum for all pupils.

The expenses for board, fuel, light, medical treatment, and use of library are payable in quarterly installments of $19.00.

The yearly expenses for textbooks range from about six to fourteen dollars.

Terms.

The College year is divided into two terms.

The first term extends from the first Wednesday of September until the thirty-first day of January.

The second term begins on the first day of February, and continues until the last Wednesday of June.

During the first term, there is a vacation of some two weeks, which is known as Christmas vacation. There are no scholastic exercises on Thanksgiving Day and Luther's Birthday.

During the second term, there is a vacation at Easter time, which lasts about one week and a half, and is known as Easter vacation. Washington's Birthday, Decoration Day, Ascension Day, and Monday after Whitsunday are observed as holidays.

The College year embraces a period of nearly ten months of continuous instruction, including vacations and holidays.

Reports and Diplomas.

At the end of each term the students receive reports of their respective standing, and at the close of the collegiate year the graduates are awarded diplomas, which are signed by the faculty and bear the seal of the College. The highest distinction attainable is "*summo cum honore.*"

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to win back and preserve his soul.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College, There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied with testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

Tabular Statements.

BOARD OF JOINT SYNOD.

Rev. Dr. F. PIEPER, President, ... St. Louis, Mo.
Rev. F. PFOTENHAUER, First Vice President, ... Hamburg, Minn.
Rev. P. BRAND, Second Vice President, ... Pittsburg, Pa.
Rev. J. MILLER, Third Vice President, ... Ft. Wayne, Ind.
Rev. J. STRASEN, Fourth Vice President, ... Milwaukee, Wis.
Rev. R. D. BIEDERMANN, Secretary, ... Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer, ... St. Louis, Mo.

BOARD OF ELECTORS OF JOINT SYNOD.

Rev. H. SUCCOP, ... Chicago, Ill.
Rev. H. SPRENGELER, ... Milwaukee, Wis.
Rev. F. SIEVERS, ... Tawas City, Mich.
Rev. F. BRUST, ... Concordia, Mo.
Rev. L. HOELTER, ... Chicago, Ill.
Rev. A. SENNE, ... Buffalo, N. Y.

The Board of Directors of the Institution concerned.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District Synod, ... Milwaukee, Wis.
Rev. B. SIEVERS, ... Milwaukee, Wis.
Mr. A. LUEDKE, ... Milwaukee, Wis.
Dr. H. DUEMLING, ... Milwaukee, Wis.
Mr. F. PRITZLAFF, ... Milwaukee, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of College, and Instructor in Principles of Christianity, ... app. 1893
CARL F. W. HUTH, Professor of Classics, ... app. 1881
EMIL HAMANN, Prof. of Natural Science and Mathematics, ... app. 1882
G. WILLIAM MUELLER, Prof. of English, ... app. 1883
OTTO HATTSTAEDT, Prof. of German, ... app. 1884
CARL ROSS, Prof. of Hebrew and Classics, ... app. 1890
CARL GAENSSLE, Prof. of Classics, ... app. 1904
ANDREW MUELLER, Instructor in Gymnastics, ... app. 1896

Enrolled Pupils, 1908--1909.

SEXTA.

Name	Age
1. W. Baumann	13
2. Cl. Baumgart	15
3. C. Brauer	15
4. R. Burgdorf	14
5. A. Eissfeldt	14
6. G. Elbert	15
7. H. Gieschen	13
8. A. Grabbert	15
9. G. Grade	16
10. J. Gudex	14
11. A. Hattstaedt	14
12. G. Haupt	14
13. E. Heth	14
14. P. Hintze	16
15. A. Hitzke	15
16. A. Horn	15
17. W. Hornburg	15
18. H. Hoyer	13
19. W. Kaiser	14
20. V. Keiper	14
21. W. Kemnitz	14
22. H. Koch	14
23. B. Kupfer	13
24. W. Lange	14
25. H. Lichthardt	14
26. A. Maas	14
27. F. Machmueller	14
28. E. Meyer	16
29. O. Muchow	15
30. M. Nommensen	13
31. A. Mueller	14
32. C. Mueller	14
33. E. Pautsch	15
34. C. Petermann	14
35. H. Plote	17
36. E. Ramstack	15
37. R. Reichmann	16
38. W. Reitz	15
39. M. Richter	14
40. W. Ross	14
41. O. Taege	16
42. F. Tonn	17
43. F. Wilke	14
44. A. Wilkening	15
45. F. Wille	15
46. O. Woelzlein	17

QUINTA.

1. E. Bast 14	15. W. Hoenecke 16	29. A. Paul 15
2. C. Bittner 16	16. H. Hohenstein 15	30. P. Petermann 16
3. A. Brux 16	17. M. Kauth 16	31. W. Quenstedt 17
4. H. Burgdorf 15	18. F. Kiekhaefer 18	32. Cl. Rackow 15
5. K. Daib 16	19. E. Kionka 15	33. H. Rockabrandt 15
6. L. Ebert 17	20. K. Koehler 15	34. E. Rubel 14
7. H. Engelbrecht 14	21. H. Kohn 15	35. H. Schmechel 16
8. A. Engelhard 15	22. O. Kohn 15	36. O. Schoessow 16
9. H. Gaertner 15	23. O. Kretzmann 16	37. G. Scholz 14
10. H. Gamber 16	24. A. Lindenmeyer 15	38. Kl. Thies 15
11. M. Gamm 15	25. W. Littmann 16	39. G. Trülzsch 15
12. E. Hahn 15	26. L. Meyer 18	40. D. Weissbrodt 14
13. G. Hennig 14	27. W. Meyer 14	41. P. Wendt 15
14. H. Hoenecke 13	28. G. Mietke 16	42. F. Worthmann 15

QUARTA.

1. H. Bartz 16	12. W. Daenzer 17	23. F. Koenig 16
2. P. Bast 16	13. H. Dierks 19	24. Ph. Lange 16
3. A. Behnke 16	14. O. Geisemann 15	25. W. Lippmann 16
4. W. Behrens 17	15. W. Goldschmidt 18	26. P. Lüders 16
5. J. Bittner 18	16. A. Hardt 15	27. E. Ludwig 16
6. R. Boehlke 17	17. W. Hohenstein 17	28. H. Miessler 16
7. A. Brauer 16	18. M. Hübner 17	29. C. Mundinger 15
8. H. Brauer 17	19. R. Hudtloff 17	30. H. Nieting 16
9. P. Bretscher 15	20. H. Juneau 16	31. O. Pfotenhauer 16
10. P. Burkholz 16	21. M. Keller 17	32. G. Ross 17
11. A. Cook 20	22. R. Kluender 17	33. A. Schirm 16

	Name	Age
34.	E. Schmidt	17
35.	A. Schnaible	15
36.	W. Schroeder	17
37.	C. Soderstrom	20
38.	H.Speerbrecher	17
39.	E.Strassburger	16
40.	R. Torgler	17
41.	W. Wangerin	17
42.	P. Waschilewsky	17
43.	W. Will	17
44.	A. Wolter	16
45.	G. Zilly	16

TERTIA.

1. C. Bast....17	9. L. Heinecke....17	17. W. Rubel....17
2. O. Brill....17	10. H. Kumnick...17	18. F. Schultz....18
3. V. Brohm....18	11. R. Malotky....19	19. C. Schulz....18
4. A. Bruss....19	12. F. Mayer....16	20. E. Schwartz...19
5. O. Burckhardt.17	13. A. Merkel....19	21. F. Treiber....18
6. F. Decker....18	14. E. Merkel....17	22. G. Viehweg....17
7. A. Fahling....17	15. A. Preisinger..17	23. E. Wille....18
8. R. Frick....16	16. A. Rabus....17	

SECUNDA.

1. Th. Appelt....17	11. W. Haacker...20	21. E. Richter....18
2. F. Bangert....20	12. M. Haase....19	22. H. Richter....18
3. C. Behnke....17	13. E. Hempfing...18	23. P. Schaus....20
4. F. Brauer....18	14. O. Henning....19	24. G. Schmidt....18
5. W. Burmeister.20	15. G. Hillesheim..18	25. W. Spruth....20
6. W. Dittmer....19	16. W. Huebner...19	26. R. Stuth....17
7. W. Fechner....18	17. J. Jeske....19	27. C. Wedel....18
8. C. Fickenscher.18	18. H. Meier....18	28. W. Wiltenburg 18
9. G. Fleiss....19	19. Th. Müeller....18	29. H. Wind....18
10. R. Goetz....18	20. C. Ramthun...18	

PRIMA.

1. W. Bezold....20	10. W. Lochner....19	19. B. Selcke....20
2. A. Blanck....18	11. W. Loretz....21	20. G. Starck....19
3. W. Deckmann..21	12. F. Malinsky...19	21. P. Strasen....20
4. H. Degner....20	13. A. Meyer....21	22. C. Tedrahn....20
5. W. Dobberfuhl 19	14. O. Nieting....19	23. W. Theiss....21
6. E. Hieber....19	15. P. Rathert....19	24. C. Voelz....19
7. P. Koenig....20	16. P. Rohlfing....20	25. W. Wedig....21
8. C. Kurth....20	17. M. Schliebe....21	26. O. Weinrich....19
9. A. Loeber....19	18. J. Schnack....20	27. A. Woker....20

Account of Work Done in the Various Classes, 1908--1909.

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Luther's Small Catechism was repeated, and three Principal Parts of its English version and four hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Grammar, Etymology according to Ostermann's Lessons in Latin for Sexta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Masius's German Reader. Analysis of poems.
Grammar, Course for Sexta according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.
Composition, Original compositions, weekly written exercises and oral reproductions.
Elocution, Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, Book III, pp. 1—70. Written exercises.
Spelling, The Modern Spelling Book, pp. 1—62.
Elocution, Four declamations by each student.
Private Reading, Carpenter's Geographical Reader of North America.

HISTORY. Two lessons weekly. (Prof. Ross.)
Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to Charlemagne (excl.)

GEOGRAPHY. Two lessons weekly. (Prof. Mueller.)
America, special study of the United States.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Properties of Numbers, Fractions, and Denominate numbers, according to Robinson's Complete Arithmetic.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Zoology, Mammalia. **Ornithology,** Birds of prey, Climbers.

PENMANSHIP. Once a week. German script. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Luther's Small Catechism in German and English and four hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Grammar, Etymology completed according to Busch's Lessons in Latin for Quinta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Masius's German Reader. Analysis of poems.
Grammar, Course of Sexta repeated and amplified.
Composition, Original compositions, Weekly written exercises, Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, completed and reviewed. Written exercises.
Spelling, The Modern Spelling Book, pp. 54—114.
Elocution, Four declamations by each student.
Private Reading, Stories from The Arabian Nights and Scudder's George Washington.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)
Biographical sketches of the leading historical characters from Charlemagne to the French Revolution.

UNITED STATES HISTORY. Two lessons weekly. (Prof. Mueller.)
The subject was studied on the basis of Mace's School History of the United States.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)
Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Five general cases of percentage, Application of percentage, according to Robinson.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Birds, Reptiles, Batracchians, Fishes.

PENMANSHIP. Once a week. (Prof. Huth.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The New Testament. Luther's Small Catechism was often repeated, and memorized according to the German and English version. Three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Cornelius Nepos.
Grammar, Syntax according to Warschauer's Lessons and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Grammar, Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Lessons in Greek, Book I.
Composition, Exercises in translation. Extemporalia.

GERMAN. Six lessons weekly. (Prof. Hattstaedt.)
Reading, Selections in prose from the German classics. Analysis of poems.
Grammar, Syntax finished, according to Crull's Grammar.
Composition, Original compositions, Written exercises, Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Schurz's Abraham Lincoln and Lincoln's Gettysburg Speech and Other Papers.
Grammar, Swinton's Grammar, pp. 1—186.
Composition, Original compositions.
Spelling, The Modern Spelling Book completed.
Elocution, Four declamations by each student.
Private Reading, Longfellow's Hiawatha, Evangeline, Courtship of Miles Standish, and Elizabeth.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)
Ancient history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Straight lines, Angles, Plane figures.
Algebra, Algebraic notations. Addition, Subtraction, Multiplication, Division. Formulas. Factoring. Equations of the first degree with one unknown quantity.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Zoology, Articulata. Mollusca. Radiata. — **Botany.**

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The New Testament. The German and the English text of Luther's Small Catechism were memorized, also three hymns.

LATIN. Seven hours weekly. (Prof. Gaenssle).
Reading, Caesaris de Bello Gallico, I—IV and VI; Selections from Ovidii Metamorphoses.
Grammar, Syntax according to Kautzmann's Lessons in Latin for Tertia and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Anabasis, Books I and II.
Grammar, Etymology completed according to Kaegi's Grammar and Lessons in Greek for Tertia.
Composition, Exercises in translation. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
Reading, Koerner's Zriny; Kleist's Hermannsschlacht; Schiller's Macbeth and Lied von der Glocke, and many other smaller poems.
Grammar, The more difficult rules of grammar reviewed.
Rhetoric, Figures of speech. Theory of style.
Composition, Original compositions. Written exercises based upon class-reading. Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Matthews's Introduction to American Literature and Selections from Holmes's Autocrat of the Breakfast-Table.
Grammar, Swinton's Grammar completed.
Composition and Rhetoric. Both subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.
Spelling, The Modern Spelling Book completed.
Elocution, Four declamations by each student.
Private Reading, Poe's Poems and Tales.

FRENCH. Once a week. (Prof. Hattstaedt.)
Elements of French according to Ploetz.

GENERAL HISTORY. Two lessons weekly. (Prof. Huth.)
Roman and Mediaeval History to the Hohenstaufens.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Solution of all the problems and examples in Books I and II of Wentworth's Geometry and propositions of Book III.
Algebra, Equations of the first degree with one and more unknown quantities. Algebraic Formulas. Involution. Evolution.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Many problems in Physics according to Shaw's Physics explained by practical experiments.

SECUNDA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The first two Principal Parts of Dietrich's Catechism were studied. The chief proof texts and the German and the English text of Luther's Small Catechism were often repeated. Twenty scriptural passages were memorized in English.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Sallustii Bellum Iugurthinum; Ciceronis Oratio de Imperio Cn. Pompeii. Vergilii Aeneidos Lib. I and II.
Grammar, Syntax according to Warschauer's Lessons in Latin for Secunda and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Hellenica I. II.; Homeri Odyssea, Books I, VI, VIII, IX; X.
Grammar, Etymology reviewed. Syntax, especially of cases, voices, moods, and tenses, according to Kaegi's Grammar and Lessons in Greek for Secunda.
Composition, Extemporalia. Exercises in translation.

HEBREW. Three lessons weekly. (Prof. Ross.)
Grammar, The noun, the regular and the guttural verb according to S. Schmidt's Grammar and Lessons in Hebrew. Memorizing of requisite vocabulary.
Composition, Written exercises in translation from German into Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, The main facts showing the growth of German literature to the time of Luther.
Reading, Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. — Lessing's Minna von Barnhelm.
Composition, Original compositions.
Elocution, Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature. The literary history of England, from the beginning to 1625, was studied upon the basis of Newcomer's English Literature.
Reading, Shakespeare's Twelfth Night; Macaulay's Life of Johnson and Essay on Addison.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Scott's Ivanhoe.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the Treaty of Westphalia to the downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Geometry, Similarity of Figures. Areas of Polygons. Regular Polygons and Circles.
Algebra, Evolution, Radical Quantities. Equations of the second and higher degrees with one and two unknown quantities. Properties of Equations. Progressions.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Chemistry and Mineralogy, with numerous experiments.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Gospel according to St. Mark, read in the original and expounded. All proof texts cited in the Synodical Catechism were memorized, and the German and the English version of Luther's Small Catechism repeated.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Reading, Livy, Selections from the first decade; Cicero's De Officiis Liber I; Selections from Horace's Odes, Epistles, and Satires.
Grammar, Ostermann's Lessons in Latin for Prima. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Plato's Euthyphron, Apologia, Kriton; Sophocles's Antigone.
Grammar, Syntax of moods, infinitives, participles, and negations. Translation of the corresponding parts in Kaegi's Lessons. Etymology reviewed.
Composition, Written translations. Extemporalia.

HEBREW. Two lessons weekly. (Prof. Ross.)
Grammar and Composition, Study of irregular verbs, numerals, adverbs, and participles, according to S. Schmidt's Hebrew Grammar and Baltzer's Lessons in Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.
Reading, Selections from Luther's Works and Lessing's Laokoon; Goethe's Egmont; selections from many noted poets.
Composition, Original compositions.
Elocution, Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature, The literary history of England, from Shakespeare to Tennyson and Browning, was studied upon the basis of Newcomer's English Literature.
Reading, Shakespeare's King Lear; Milton's Paradise Lost, Books I. and II.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Thackeray's English Humorists.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the Treaty of Westphalia to the downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Plane trigonometry. Solid geometry.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Anatomy, physiology, and hygiene. All subjects were taught by the aid of a human skeleton, plaster-casts of the various organs of the human body, and natural organs of animals.

Singing.

All the students were instructed in singing once a week, the two upper classes composing a choir of male voices, the four lower classes one of mixed voices. Both choirs received regular instruction in the principles of correct singing and studied a number of part songs, besides learning or repeating 100 choral melodies, sung by the congregations of the Ev. Luth. Church.

Physical Culture Department.

The special teacher in charge of gymnastic instruction was given three hours on two afternoons of every week for his work. He divided the students into three classes. After roll call, instruction was commenced with an exercise in running, which at first lasted one minute and was finally lengthened out to five minutes. This done, one or all of the following branches of instruction in gymnastics were taken up: a) Calisthenics, b) Wand Exercises, c) Dumb-Bell Exercises, d) Club Exercises, e) Apparatus Exercises.

Classification by Residences of Pupils, 1881--1909.

Wisconsin	588	California	6
Illinois	458	Maryland	5
Missouri	101	Oregon	4
Michigan	101	North Dakota	3
Minnesota	91	Massachusetts	3
Iowa	68	Texas	2
Nebraska	41	Argentine Republic, S. A.	2
New York	27	New Jersey	2
South Dakota	20	Arkansas	1
Indiana	18	Washington	1
Germany	16	Connecticut	1
Kansas	15	Pennsylvania	1
Canada	8	Kentucky	1
Ohio	8	New Zealand	1

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Classification by Enrollments of Pupils, 1881--1909.

Collegiate Year	New-comers	Total Enrollment	Collegiate Year	New-comers	Total Enrollment
1881—82	19	19	1895—96	45	179
1882—83	27	41	1896—97	72	207
1883—84	78	113	1897—98	65	219
1884—85	52	149	1898—99	43	190
1885—86	59	169	1899—1900	43	185
1886—87	43	164	1900—1901	56	185
1887—88	39	132	1901—1902	87	237
1888—89	46	123	1902—1903	64	232
1889—90	63	141	1903—1904	83	250
1890—91	66	182	1904—1905	79	252
1891—92	58	201	1905—1906	49	236
1892—93	77	225	1906—1907	60	216
1893—94	51	227	1907—1908	65	214
1894—95	49	213	1908—1909	55	212

of the Blackwall stages. But it is certain that those who will not crack the shell of nuts will not get at the kernel. Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use of traveling to distant countries and of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties. In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—Lord Macaulay.*

* * *

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the mathematics subtile; natural philosophy deep; moral, grave; logic and rhetoric able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies, like as diseases of the body may have appropriate exercises. . . . Bowling is good for the stonach, riding for the head, and the like: so if a man's wits be wandering, let him study the mathematics; for in demonstrations, if his wit be called away never so little, he must begin again . . .* So every defect of the mind may have a special receipt."—*Francis Bacon.*

* * *

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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1909/10
Concordia College

Concordia College

MILWAUKEE, WIS.

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

Luther.

1909-10
UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE
JUL 27 1910
1909-10

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. They have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers; and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch, now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

OF

Concordia College

MILWAUKEE, WIS.

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

ISSUED AT THE END OF

ITS TWENTY-NINTH YEAR, 1909-1910

PUBLISHED BY THE COLLEGE

1910

Calender for 1910-1911.

First Term begins	Sept. 7.
Lessons begin	Sept. 8.
Luther's Birthday	Nov. 10.
Thanksgiving Day	Nov. 24.
Christmas Holidays begin	Dec. 23.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	April 7.
Ascension Day	May 25.
Decoration Day	May 30.
Monday after Whitsunday	June 5.
Second Term ends	June 28.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT,
Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

.... Concordia College ....

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may therefore be considered a preparatory institution for such Lutheran divinity schools as require for admission a good speaking knowledge of Latin, a thorough acquaintance with Greek and Hebrew, the languages of the Old and New Testaments, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give the young men committed to the care of the College a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum not commonly included in that of the Latin schools of Europe.

The subjects in which instruction is provided are as follows: Religion, Latin, Greek, Hebrew, English, German, French, History, including American, Mathematics, Natural Sciences, Geography, Drawing, Penmanship.

This course of studies occupies a period of six years. Each study is obligatory; but it is believed that a young man of good parts and close application will readily pass from class to class.

Attention is also given to the study of music, vocal as well as instrumental. Nothing serves to sweeten and beautify life as much as "Music's golden tongue," and as this heaven-descended art also forms an element in the services of the Evangelical Lutheran Church, all students are required to attend the instructions in singing and encouraged to play an instrument.

Physical training, also, occupies a place in the regular course of exercise, conformably to the hygienic law that all attainable health is a duty, all avoidable sickness a sin. A professional teacher has been engaged, and no student may shirk attendance on the classes in gymnastics.

There are no seniors, juniors, etc., at Concordia College, as the classes are designated by Latin names. The graduating, or senior, class is called Prima. The others are respectively termed Secunda, Tertia, Quarta, Quinta, Sexta. Sexta, which means sixth class, is the lowest class, and is composed of the first-year pupils. Quinta and Sexta answer to what are called preparatory or high school classes in other institutions.

A boarding establishment is connected with the College which furnishes good substantial fare to all students at a nominal cost.

PROFESSORS' ROW

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits, between State and Wells streets. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven acres of land intersected on the south by Cedar Street. The smaller part thus cut off has been appropriated to the use of the professors. The larger tract affords a roomy campus, divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing, in their close clipped lawns, in their shade trees, and retired nooks and corners, splendid places for recreation.

GYMNASIUM.

Buildings.

Concordia College has three buildings, a gymnasium, a hospital, and seven residences.

The Main Building is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

The Main Building is used only for purposes of instruction and worship. It contains eight large class-rooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The class-rooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stucco-work. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

Northwest of the Main Building, there is a large Dormitory, which contains living and sleeping apartments. It also contains a spacious dining-room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40 x 80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Is cheerful environs make it a pleasant home for the patients of Concordia.

QUADRANGLE VIEWED FROM THE EAST

Of the SEVEN RESIDENCES owned by the College, six occupy that portion of the College grounds which is located south of Cedar Street; the seventh, the residence of the President, is situated a short distance east of the Old Building.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is almost evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may here be noted that the city also possesses an excellent library and a well-stocked museum, both of which institutions, together with the well-known art gallery, are valuable auxiliaries in the matter of education.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, give up study and leave the College, except in cases of relegation, protracted illness, or consilium abeundi.

The charges for light, use of library, and physical training are one dollar each per annum for all pupils. Entrance, lodging, and graduation are free to all pupils. Every pupil pays a doctor's fee of two dollars per annum. The College charges no incidental fee; yet it holds its pupils responsible for any damage done by them to its property.

The cost of board and fuel is sixty-three dollars per annum for all pupils.

The expenses for board, fuel, light, medical treatment, and use of library are payable in quarterly installments of $20.00.

The yearly expenses for textbooks range from about six to fourteen dollars.

Terms.

The College year is divided into two terms.

The first term extends from the first Wednesday of September until the thirty-first day of January.

The second term begins on the first day of February, and continues until the last Wednesday of June.

During the first term, there is a vacation of some two weeks, which is known as Christmas vacation. There are no scholastic exercises on Thanksgiving Day and Luther's Birthday.

During the second term, there is a vacation at Easter time, which lasts about one week and a half, and is known as Easter vacation. Washington's Birthday, Decoration Day, Ascension Day, and Monday after Whitsunday are observed as holidays.

The College year embraces a period of nearly ten months of continuous instruction, including vacations and holidays.

Reports and Diplomas.

At the end of each term the students receive reports of their respective standing, and at the close of the collegiate year the graduates are awarded diplomas, which are signed by the faculty and bear the seal of the College. The highest distinction attainable is "*summo cum honore.*"

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to win back and preserve his soul.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College, There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied with testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

INTERIOR OF CHAPEL

| CORRIDOR IN RECITATION HALL

MUSEUM

PROFESSORS' LIBRARY

Tabular Statements.

BOARD OF JOINT SYNOD.

Rev. Dr. F. PIEPER, President, ...St. Louis, Mo.
Rev. F. PFOTENHAUER, First Vice President, ...Hamburg, Minn.
Rev. P. BRAND, Second Vice President, ...Pittsburg, Pa.
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The Board of Directors of the Institution concerned.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILAUKEE, WIS.

Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District Synod, ...Milwaukee, Wis.
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Mr. A. LUEDKE, ...Milwaukee, Wis.
Dr. H. DUEMLING, ...Milwaukee, Wis.
Mr. F. PRITZLAFF, ...Milwaukee, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of College, and Instructor in Principles of Christianity, ...app. 1893
CARL F. W. HUTH, Professor of Classics, ...app. 1881
EMIL HAMANN, Prof. of Natural Science and Mathematics,....app. 1882
G. WILLIAM MUELLER, Prof. of English, ...app. 1883
OTTO HATTSTAEDT, Prof. of German, ...app. 1884
CARL ROSS, Prof. of Hebrew and Classics, ...app. 1890
CARL GAENSSLE, Prof. of Classics, ...app. 1904
ANDREW MUELLER, Instructor in Gymnastics, ...app. 1896

Enrolled Pupils, 1909-1910.

SEXTA.

Name	Age	Name	Age	Name	Age
1. H. Albrecht	15	11. W. Greve	15	21. H. Lodholz	16
2. A. Bartling	15	12. P. Haendschke	15	22. C. Merkle	14
3. R. Bierlein	16	13. Th. Hattstaedt	14	23. A. Raufmann	15
4. A. Boelter	16	14. M. Heinecke	16	24. H. Schilf	14
5. P. Brauer	14	15. L. Kaesmeyer	14	25. E. Schmidt	15
6. O. Burkhardt	16	16. V. Keiper	15	26. H. Schmidt	17
7. H. Burmeister	15	17. A. Keller	14	27. H. Scholz	13
8. Th. Dorpat	14	18. H. Koch	15	28. A. Schroeder	13
9. A. Frick	14	19. G. Krach	15	29. J. Schroeder	14
10. W. Gesch	17	20. W. Kuechle	13	30. J. Wuebben	15

QUINTA.

1. W. Baumann	14	15. A. Hitzke	16	29. A. Paul	16
2. Cl. Baumgart	16	16. W. Hornburg	16	30. E. Pantsch	16
3. C. Brauer	16	17. H. Hoyer	14	31. C. Petermann	15
4. R. Burgdorf	15	18. W. Kemnitz	15	32. R. Reichmann	17
5. A. Eissfeldt	15	19. K. Koehler	16	33. W. Reitz	16
6. G. Ebert	16	20. M. Koschmann	15	34. M. Richter	15
7. A. Engelhard	16	21. B. Kupfer	14	35. W. Ross	15
8. M. Gamm	16	22. W. Lange	15	36. E. Rubel	15
9. R. Geffert	15	23. A. Maas	15	37. G. Scholz	15
10. H. Gieschen	14	24. F. Machmueller	15	38. O. Taege	17
11. A. Grabbert	16	25. E. Meyer	17	39. F. Wilke	15
12. G. Grade	17	26. O. Muchow	16	40. F. Wille	16
13. A. Halboth	16	27. C. Mueller	16	41. O. Woelzlein	18
14. A. Hattstaedt	15	28. M. Nommensen	14		

QUARTA.

1. E. Bast	15	13. H. Hohenstein	16	25. G. Mietke	17
2. A. Brux	17	14. M. Kaiser	16	26. F. Mueller	17
3. H. Burgdorf	16	15. M. Kauth	17	27. C. Mundinger	16
4. K. Daib	17	16. M. Keller	18	28. P. Petermann	17
5. L. Ebert	18	17. C. Kionka	16	29. H. Rockabrandt	16
6. H. Engelbrecht	15	18. H. Kohn	16	30. H. Schmechel	17
7. G. Gaertner	16	19. O. Kohn	16	31. O. Schoessow	17
8. H. Gamber	17	20. O. Kretzmann	17	32. Kl. Thies	16
9. E. Hahn	16	21. A. Lindenmeyer	16	33. D. Weissbrodt	16
10. G. Hennig	15	22. W. Littmann	17	34. P. Wendt	16
11. H. Hoenecke	14	23. L. Meyer	19	35. F. Worthmann	16
12. W. Hoenecke	17	24. W. Meyer	15		

TERTIA.

Name	Age
1. H. Bartz	17
2. P. Bast	17
3. A. Behnke	17
4. W. Behrens	18
5. J. Bittner	19
6. R. Boehlke	18
7. A. Brauer	17
8. H. Brauer	18
9. P. Bretscher	16
10. P. Burkholz	17
11. A. Cook	21
12. H. Dierks	20
13. O. Geisemann	16
14. W. Goldschmidt	19
15. A. Hardt	16
16. W. Hohenstein	18
17. M. Huebner	18
18. R. Hudtloff	18
19. H. Juneau	17
20. F. Koenig	17
21. Ph. Lange	17
22. W. Lippmann	17
23. P. Lueders	17
24. E. Ludwig	17
25. H. Nieting	17
26. O. Pfotenhauer	17
27. A. Rabus	18
28. G. Ross	18
29. A. Schirm	17
30. E. Schmidt	18
31. W. Schroeder	18
32. R. Torgler	18
33. W. Wangerin	18
34. P. Waschilewsky	18
35. A. Wolter	17
36. G. Zilly	17

SECUNDA.

1. C. Bast 18	8. R. Frick 17	15. W. Rubel 18
2. O. Brill 18	9. L. Heinecke 18	16. F. Schultz 19
3. V. Brohm 19	10. H. Kumnick 18	17. C. Schulz 19
4. A. Bruss 20	11. R. Malotky 20	18. E. Schwartz 19
5. O. Burckhardt 18	12. F. Mayer 17	19. F. Treiber 19
6. F. Decker 19	13. E. Merkel 18	20. G. Viehweg 18
7. A. Fahling 18	14. A. Preisinger 18	21. E. Wille 19

PRIMA.

1. Th. Appelt 18	9. G. Fleiss 20	17. C. Ramthun 19
2. F. Bangert 21	10. R. Goetz 19	18. E. Richter 19
3. C. Behnke 18	11. E. Hempfing 19	19. H. Richter 19
4. F. Brauer 19	12. O. Henning 20	20. P. Schaus 21
5. W. Burmeister 21	13. G. Hillesheim 19	21. R. Stuth 18
6. W. Dittmer 20	14. W. Huebner 20	22. C. Wedel 19
7. W. Fechner 19	15. H. Meier 19	23. W. Wiltenburg 19
8. C. Fickenscher 19	16. Th. Mueller 19	24. H. Wind 19

Account of Work Done in the Various Classes, 1909-1910

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Synodical Catechism was studied. Luther's Small Catechism was repeated, and three Principal Parts of its English version were memorized. Cursory reading of the Bible.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Grammar, Etymology according to Ostermann's Lessons in Latin for Sexta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemopralia.

GERMAN. Five lessons weekly. (Prof Hattstaedt.)
Reading, Masius's German Reader. Analysis of poems.
Grammar, Course for Sexta according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.
Composition, Original compositions, weekly written exercises and oral reproductions.
Elocution, Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)
Reading, Standard American Fifth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, Book III, pp. 1—70. Written exercises.
Spelling, The Modern Spelling Book, pp. 1—62.
Elocution, Four declamations by each student.
Private Reading, Carpenter's Geographical Reader of South America. Stories from the Arabian Nights.

HISTORY. Two lessons weekly. (Prof. Ross.)
Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to the First Crusade.

GEOGRAPHY. Two lessons weekly. (Prof. Mueller.)
America, special study of the United States.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Properties of Numbers, Fractions, and Denominate numbers, according to Robinson's Complete Arithmetic.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Zoology, Mammalia. **Ornithology,** Birds of prey, Climbers, Perchers.

PENMANSHIP. Once a week. German script. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Two lessons weekly. (Prof. Albrecht.)
The Synodical Catechism was studied. Luther's Small Catechism in German and English and three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Grammar, Etymology completed according to Ostermann's Lessons in Latin for Quinta and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading, Masius's German Reader. Analysis of poems.
Grammar, Course for Sexta repeated and amplified.
Composition, Original compositions, Weekly written exercises, Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, St. Louis Fourth Reader.
Grammar and Composition, St. Louis Language Lessons for Common Schools, completed and reviewed. Written exercises.
Spelling, The Modern Spelling Book, pp. 63—116.
Elocution, Four declamations by each student.
Private Reading, Longfellow's Hiawatha, Swift's Gulliver's Travels.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)
Biographical sketches of the leading historical characters from Charlemagne to the French Revolution.

UNITED STATES HISTORY. Two lessons weekly. (Prof. Mueller.)
The subject was studied on the basis of Mace's School History of the United States.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)
Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Hamann.)
Five general cases of percentage, Application of percentage, according to Robinson.

NATURAL SCIENCE. Two lessons weekly. (Prof. Hamann.)
Birds, Reptiles, Batracchians, Fishes.—Botany.

PENMANSHIP. Once a week. (Prof. Huth.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The Old Testament. Luther's Small Catechism was memorized according to the German and English version. Three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Reading, Cornelius Nepos.
Grammar, Syntax according to Busch's Lessons and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Grammar, Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Lessons in Greek, Book I.
Composition. Exercises in translation. Extemporalia.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)
Reading, Selections in prose from the German classics. Analysis of poems.
Grammar, Syntax finished, according to Crull's Grammar.
Composition, Original compositions, Written exercises, Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Selections from Irving's Sketchbook.
Grammar, Swinton's Grammar, pp. 1—165.
Composition, Original compositions.
Spelling. The Modern Spelling Book completed.
Elocution, Four declamations by each student.
Private Reading, Longfellow's Evangeline and Courtship of Miles Standish, Whittier's Snow-Bound.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)
Ancient history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Straight lines, Angles, Plane figures.
Algebra, Algebraic notations. Addition. Subtraction. Multiplication. Division. Formulas. Factoring. Equations of the first degree with one unknown quantity.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
The main principles of chemistry, explained by numerous experiments.

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
Bible History, The Old Testament. The German and the English text of Luther's Small Catechism and three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading. Caesaris de Bello Gallico, I—IV; Selections from Ovidii Metamorphoses.
Grammar, Syntax according to Warschauer's Lessons in Latin for Tertia and Stegmann's Grammar.
Composition, Weekly exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Xenophon's Anabasis, Books I and IV.
Grammar, Etymology completed according to Kaegi's Grammar and Lessons in Greek for Tertia.
Composition, Exercises in translation. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
Reading, Schiller's Wilhelm Tell, Uhland's Ernst, Herzog von Schwaben, Herder's Cid, and many other, smaller poems.
Grammar, The more difficult rules of grammar reviewed.
Rhetoric, Figures of speech. Theory of style.
Composition, Original compositions. Written exercises, partly based upon class-reading. Extemporalia.
Elocution, Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading, Matthews's Introduction to American Literature; Webster's Bunker Hill Orations and Washington's Farewell Address; Shakespeare's Julius Caesar.
Grammar, Swinton's Grammar completed.
Composition and Rhetoric. Both subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.
Spelling, The Modern Spelling Book completed.
Elocution. Four declamations by each student.
Private Reading, Whittier's Snow- Bound etc.; Lowell's Vision of Sir Launfal etc.; Holmes's Selected Poems.

FRENCH. One a week. (Prof. Hattstaedt.)
Elements of French according to Ploetz.

GENERAL HISTORY. Two lessons weekly. (Prof. Huth.)
Roman and Mediaeval History to the Hohenstaufens.

MATHEMATICS. Four lessons weekly. (Prof. Hamann.)
Geometry, Solution of all the problems and examples in Books I and II of Wentworth's Geometry and propositions of Book III.
Algebra, Equations of the first degree with one and more unknown quantities. Algebraic Formulas. Involution. Evolution.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Many problems in Physics according to Shaw's Physics explained by practical experiments.

SECUNDA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The first two Principal Parts of Dietrich's Catechism were studied.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)
Reading, Salustii Bellum Iugurthinum; Ciceronis Orationes in Catilinam, I, II, and Pro lege Manilia. Vergilii Aeneidos Lib. I and II.
Grammar, Syntax according to Kautzmann's Lessons in Latin for Secunda and Stegmann's Grammar.
Composition, Exercises in translation. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Selections from Wilamowitz's Reader. Part I; Homeri Odyssea, Books I, VI, VIII, IX, X. The Epistles of St. John.
Grammar. Etymology reviewed. Syntax, especially of cases, voices, moods, and tenses, according to Kaegi's Grammar and Lessons in Greek for Secunda.
Composition, Exercises in translation. Extemporalia.

HEBREW. Three lessons weekly. (Prof. Ross.)
Grammar, The noun, the regular and the guttural verb according to S. Schmidt's Grammar and Lessons in Hebrew. Memorizing of requisite vocabulary.
Composition, Written exercises in translation from German into Hebrew. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, The main facts showing the growth of German literature to the time of Luther.
Reading, Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. — Hebbel's Nibelungentrilogie. Schiller's Maria Stuart.
Composition, Original compositions.
Elocution, Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature. The literary history of England, from the beginning to Milton, was studied upon the basis of Newcomer's English Literature.
Reading, Shakespeare's Merchant of Venice; The Sir Roger de Coverley Papers.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Milton's L'Allegro, Il Penseroso, and Sonnets, Pope's Rape of the Lock, Macaulay's Essay on the Pilgrim's Progress.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the German Interregnum to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Geometry, Similarity of Figures. Areas of Polygons. Regular Polygons and Circles.
Algebra, Evolution, Radical Quantities. Equations of the second and higher degrees with one and two unknown quantities. Properties of Equations. Progressions.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Chemistry and Mineralogy, with numerous experiments.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The Gospel according to St. Mark, read in the original and expounded. All proof texts cited in the Synodical Catechism were memorized. Three Principal Parts were studied in English.

LATIN. Seven lessons weekly. (Prof. Ross.)
Reading, Livy, Books XXI and XXII; Cicero's Cato Maior; Selections from Horace's Odes and Satires.
Grammar, von Jans's Lessons in Latin syntax. Extemporalia.

GREEK. Six lessons weekly. (Prof. Huth.)
Reading, Plato's Euthyphron, Apologia, Kriton; Sophocles's Antigone; The Gospel of St. John.
Grammar, Syntax of moods, infinitives, participles, and negations. Translation of the corresponding parts in Kaegi's Lessons.
Composition, Written translations. Extemporalia.

HEBREW. Two lessons weekly. (Prof. Ross.)
Grammar and Composition, Study of irregular verbs, numerals, adverbs, and participles, according to S. Schmidt's Grammar and Lessons in Hebrew. Written Translations. Extemporalia.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)
History of Literature, Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.
Reading, Selections from Luther's Works and Lessing's Laokoon; Goethe's Goetz von Berlichingen; Grillparzer's König Ottokar's Glueck und Ende; selections from many noted poets.
Composition, Original compositions.
Elocution, Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)
History of Literature, The literary history of England, from the Elizabethan to the Victorian age, was studied upon the basis of Newcomer's English Literature.
Reading, Shakespeare's Coriolanus; Milton's Paradise Lost, Books I. and II.
Composition, Original compositions.
Elocution, Three declamations by each student.
Private Reading, Tennyson's Coming of Arthur etc.; Goldsmith's Deserted Village etc.; Carlyle's Lecture on Luther.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)
From the German Interregnum to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Hamann.)
Plane trigonometry. Solid geometry.

NATURAL SCIENCE. Once a week. (Prof. Hamann.)
Anatomy, physiology, and hygiene. All subjects were taught by the aid of a human skeleton, plaster-casts of the various organs of the human body, and natural organs of animals.

ATHLETICS AND GYMNASTICS

Singing.

All the students were instructed in singing once a week, the two upper classes composing a choir of male voices, the four lower classes one of mixed voices. Both choirs received regular instruction in the principles of correct singing and studied a number of part songs, besides learning or repeating 100 choral melodies, sung by the congregations of the Ev. Luth. Church.

Physical Culture Department.

The special teacher in charge of gymnastic instruction was given three hours on two afternoons of every week for his work. He divided the students into three classes. After roll call, instruction was commenced with an exercise in running, which at first lasted one minute and was finally lengthened out to five minutes. This done, one or all of the following branches of instruction in gymnastics were taken up: a) Calisthenics, b) Wand Exercises, c) Dumb-Bell Exercises, d) Club Exercises, e) Apparatus Exercises.

Classification by Residences of Pupils, 1881-1910.

Wisconsin	603	California	6
Illinois	466	Maryland	5
Michigan	108	Oregon	4
Missouri	101	North Dakota	3
Minnesota	91	Massachusetts	3
Iowa	69	Texas	2
Nebraska	41	Argentine Republic, S. A.	2
New York	27	New Jersey	2
South Dakota	20	Arkansas	1
Indiana	18	Washington	1
Germany	17	Connecticut	1
Kansas	15	Pennsylvania	1
Canada	8	Kentucky	1
Ohio	8	New Zealand	1

1625

Classification by Enrollments of Pupils, 1881-1910.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1896—97	72	207
1882—83	27	41	1897—98	65	219
1883—84	78	113	1898—99	43	190
1884—85	52	149	1899—1900	43	185
1885—86	59	169	1900—1901	56	185
1886—87	43	164	1901—1902	87	237
1887—88	39	132	1902—1903	64	232
1888—89	46	123	1903—1904	83	250
1889—90	63	141	1904—1905	79	252
1890—91	66	182	1905—1906	49	236
1891—92	58	201	1906—1907	60	216
1892—93	77	225	1907—1908	65	214
1893—94	51	227	1908—1909	55	212
1894—95	49	213	1909—1910	32	187
1895—96	45	179			

Motto of the Class of 1910:

Ponein Ploutein.

UNIVERSITY OF ILLINOIS
PRESIDENT'S OFFICE

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel*. . . . He, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies*, like as diseases of the body may have appropriate exercises. . . . Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again.* . . . So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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Concordia College

MILWAUKEE, WIS.

"So lieb als uns das Evangelium ist, so hart lässt uns über den Sprachen halten."

—*Luther.*

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. They have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers; and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman.*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

CATALOGUE

of

Concordia College

MILWAUKEE, WIS.

ISSUED AT THE
END OF ITS THIRTIETH YEAR, 1910-1911
PUBLISHED BY THE COLLEGE, 1911

Calendar for 1911-1912.

First Term begins	Sept. 6.
Lessons begin	Sept. 7.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 30.
Christmas Vacation begins	Dec. 20.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	March 29.
Ascension Day	May 16.
Monday after Whitsunday	May 27.
Decoration Day	May 30.
Second Term ends	June 28.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT,
Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College.

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

PROFESSORS' ROW

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits, between State and Wells streets. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven acres of land intersected on the south by Cedar Street. The smaller part thus cut off has been appropriated to the use of the professors. The larger tract affords a roomy campus, divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing, in their close clipped lawns and in their shade trees, splendid places for recreation.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large class-rooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The class-rooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stucco-work. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

Northwest of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining-room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

QUADRANGLE VIEWED FROM THE EAST

Courses of Instruction.

Religion.

The special aim of Concordia College being the training of young men who look to the ministry as their life work, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

INTERIOR OF CHAPEL

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But mere technical knowledge being necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the class-room, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the class-room, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

CORRIDOR IN RECITATION HALL

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with stereopticon and apparatus necessary for experiments. The biological course embraces the

MUSEUM

study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The college, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket-ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

PROFESSORS' LIBRARY

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts self-confidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14 x 28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

ATHLETICS AND GYMNASTICS

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Some years ago, the synod in session at Ft. Wayne, Ind., passed a resolution authorizing the various colleges to add another preparatory class, a Septima. This is desirable, for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. Accordingly, it is our purpose, as soon as circumstances are favorable, to act upon this resolution with reference to our own college. By this plan, it is hoped that many a boy lacking the necessary preparatory training may be able to make up his deficiencies and successfully pursue his studies, while those better equipped will enter Sexta as usual and not be hampered in their progress by any retarding factor.

A Pium Disiderium.

The "devout wish" here referred to has long been cherished by the directors and the faculty of Concordia College. It is briefly this that a class be added on top in order to make the curriculum in general somewhat more comprehensive. Certain branches of study, usually included in a full college course, are at present wanting. At the same time, an additional class would render it possible to go more extensively into certain fields already worked.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they canot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

Rev. F. PFOTENHAUER, President.....Chicago, Ill.
Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
Rev. P. BRAND, Second Vice President.....Pittsburg, Pa.
Rev. J. STRASEN, Third Vice President.....Milwaukee, Wis.
Rev. J. A. HILGENDORF, Fourth Vice President..Cheyenne, Wyo.
Rev. R. D. BIEDERMANN, Secretary.....Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District.....Milwaukee, Wis.
Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. A. LUEDKE.....Milwaukee, Wis.
Dr. H. DUEMLING.....Milwaukee, Wis.
Mr. F. PRITZLAFF.....Milwaukee, Wis.

BOARD OF ELECTORS.

1.—5. The members of the aforenamed Board.
6. Rev. CARL SCHMIDT.....Chicago, Ill.
7. Rev. F. H. EGGERS.....Watertown, Wis.
8. Rev. H. MAACK, Jr.....Grand Rapids, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....	appointed	1893
CARL F. W. HUTH, Professor of Classics.....	"	1881
GEORGE W. MUELLER, Prof. of English.....	"	1883
OTTO HATTSTAEDT, Prof. of German.....	"	1884
CARL ROSS, Prof. of Hebrew and Classics.....	"	1890
CARL GAENSSLE, Prof. of Classics.....	"	1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics	"	1911
ANDREW MUELLER, Instructor in Gymnastics....	"	1896

Enrolled Pupils, 1910-1911.

SEXTA.

	Name	Age	State
1.	E. Abel	14	Ill.
2.	A. Arndt	14	Ill.
3.	A. Baehnmann	17	Wis.
4.	V. Bartling	14	Mich.
5.	A. Boedeker	16	Ill.
6.	C. Drexler	15	Ill.
7.	W. Drexler	13	Ill.
8.	A. Goede	14	Ill.
9.	V. Grimm	14	Iowa
10.	Al. Guebert	15	Ill.
11.	Ar. Guebert	15	Ill.
12.	A. Hallmann	16	Ill.
13.	P. Haendschke	16	Iowa
14.	H. Harthun	14	Wis.
15.	E. Heck	15	Wis.
16.	E. Helfers	15	Ill.
17.	G. Huebner	15	Wis.
18.	A. Koch	15	Mich.
19.	G. Kohn	15	Ill.
20.	O. Knoll	17	Mich.
21.	E. Lembcke	14	Ill.
22.	A. Marten	15	Wis.
23.	F. Meder	14	Ill.
24.	A. Merkenschlager	13	Ill.
25.	A. Missbach	14	Ill.
26.	W. Mundinger	14	Wis.
27.	E. Neumann	14	Wis.
28.	W. Neumeister	15	S. Dak.
29.	W. Pollex	14	Wis.
30.	W. Prange	13	Ill.
31.	W. Prekel	15	Ill.
32.	E. Pufpaff	15	Ill.
33.	H. Reinke	15	Wis.
34.	G. Roehrs	15	Ill.
35.	C. Rubel	14	Wis.
36.	P. Schilling	15	Wis.
37.	G. Schoewe	17	Wis.
38.	M. Schroeder	14	Wis.
39.	W. Schroeder	14	Wis.
40.	P. Schulz	14	Ill.
41.	F. Schweppe	13	Wis.
42.	W. Seidensticker	16	Wis.
43.	A. Stelk	15	Ala.
44.	P. Tegge	15	Wis.
45.	A. Trampe	13	Wis.
46.	H. Winter	14	Wis.

QUINTA.

1.	H. Albrecht	16	Ill.
2.	A. Bartling	16	Mich.
3.	R. Bierlein	17	Mich.
4.	A. Boelter	17	Wis.
5.	P. Brauer	15	Ill.
6.	Th. Dorpat	15	Wis.
7.	A. Frick	15	Ill.
8.	W. Gesch	18	Wis.
9.	R. Gose	16	Ill.
10.	W. Greve	16	Wis.
11.	Th. Hattstaedt	15	Wis.
12.	E. Heck	20	Wis.
13.	M. Heinecke	17	Mich.
14.	A. Horn	15	Ill.
15.	L. Kaesmeyer	15	Mich.
16.	V. Keiper	16	Iowa
17.	A. Keller	15	Ill.
18.	H. Koch	16	Wis.
19.	G. Krach	16	Mich.
20.	W. Kuechle	14	Wis.
21.	H. Lodholz	17	Wis.
22.	H. Mayer	14	Mich.
23.	V. Meyer	15	Wis.
24.	C. Merkle	15	Mich.

	Name	Age	State
25.	A. Raufmann	16	Wis.
26.	H. Schilf	15	Ill.
27.	E. Schmidt	16	Wis.
28.	H. Scholz	14	Wis.
29.	A. Schroeder	14	Wis.
30.	J. Wuebben	16	Mich.

QUARTA.

	Name	Age	State
1.	W. Banmann	15	Wis.
2.	Cl. Baumgart	17	Wis.
3.	C. Brauer	17	Ill.
4.	R. Burgdorf	16	Ill.
5.	A. Eissfeldt	16	Ill.
6.	G. Ebert	17	Ill.
7.	A. Engelhardt	17	Mich.
8.	M. Gamm	17	Wis.
9.	R. Geffert	16	Ill.
10.	H. Gieschen	15	Wis.
11.	G. Grade	18	Wis.
12.	A. Halboth	17	Wis.
13.	A. Hattstaedt	16	Wis.
14.	A. Hitzke	17	Ill.
15.	W. Hornburg	17	Wis.
16.	W. Kemnitz	16	Ill.
17.	K. Koehler	17	Wis.
18.	M. Koschmann	16	Wis.
19.	W. Lange	16	Wis.
20.	A. Maas	16	Wis.
21.	F. Machmueller	16	Wis.
22.	O. Muchow	17	S. Dak.
23.	M. Nommensen	15	Wis.
24.	A. Paul	17	Wis.
25.	E. Pautsch	17	Ill.
26.	R. Reichmann	18	Wis.
27.	W. Reitz	17	Mich.
28.	M. Richter	16	Ill.
29.	W. Ross	16	Wis.
30.	O. Taege	18	Ill.
31.	F. Ulmer	17	Ill.
32.	F. Wilke	16	Ill.
33.	F. Wille	17	Wis.
34.	O. Woelzlein	18	Mich.

TERTIA.

	Name	Age	State
1.	H. Bartz	18	Wis.
2.	E. Bast	16	Wis.
3.	W. Behrens	19	Wis.
4.	A. Brux	18	Wis.
5.	H. Burgdorf	17	Ill.
6.	K. Daib	18	Wis.
7.	W. De Vries	18	Iowa
8.	H. Engelbrecht	16	Ill.
9.	G. Gaertner	17	Ill.
10.	H. Gamber	18	Iowa
11.	E. Hahn	17	Wis.
12.	G. Hennig	16	Ill.
13.	H. Hohenstein	17	Ill.
14.	M. Kauth	18	Mich.
15.	M. Keller	19	Ill.
16.	C. Kionka	17	Wis.
17.	H. Kohn	17	Ill.
18.	O. Kretzmann	18	Wis.
19.	A. Lindenmeyer	17	Ill.
20.	W. Littmann	18	Wis.
21.	B. Maurer	16	Minn.
22.	L. Meyer	20	Ill.
23.	W. Meyer	16	Wis.
24.	G. Mietke	18	Ill.
25.	F. Mueller	18	Germ'y
26.	J. Mueller	19	Minn.
27.	C. Mundinger	17	Wis.
29.	P. Petermann	18	Mich.
28.	F. Paul	17	Wis.
30.	Cl. Thies	17	Ill.
31.	F. Worthmann	17	Ill.

SECUNDA.

	Name	Age	State
1.	P. Bast	18	Wis.
2.	A. Behnke	18	Ill.
3.	J. Bittner	20	Wis.
4.	A. Brauer	18	Ill.
5.	H. Brauer	19	Ill.
6.	P. Bretscher	17	Wis.
7.	P. Burkholz	18	Wis.
8.	A. Cook	22	Ill.
9.	H. Dierks	21	N. Zealand
10.	O. Geisemann	17	Iowa
11.	W. Goldschmidt	20	Mich.
12.	A. Grumm	17	Cal.
13.	A. Hardt	17	Neb.
14.	W. Hempfing	18	Germ'y
15.	W. Hohenstein	19	Ill.
16.	M. Huebner	19	Wis.
17.	R. Hudtloff	19	Wis.
18.	R. Jeske	19	Cal.
19.	H. Juneau	18	Wis.
20.	Ph. Lange	18	Wis.
21.	W. Lippmann	18	Ill.
22.	F. Lueders	18	Wis.
23.	E. Ludwig	18	Wis.
24.	H. Nieting	18	Iowa
25.	O. Pfotenhauer	18	Ill.
26.	G. Ross	19	Wis.
27.	A. Schirm	18	Iowa
28.	E. Schmidt	19	Mich.
29.	W. Schroeder	19	Mich.
30.	R. Torgler	19	Iowa
31.	W. Wangerin	19	Ill.
32.	P. Waschilewsky	19	Mich.
33.	A. Wolter	18	Ill.
34.	G. Zilly	18	Ill.

PRIMA.

	Name	Age	State
1.	C. Bast	19	Wis.
2.	C. Brill	19	Ill.
3.	V. Brohm	20	Ill.
4.	A. Bruss	21	Wis.
5.	O. Burkhardt	19	Ill.
6.	F. Decker	20	Ill.
7.	A. Fahling	19	Mich.
8.	R. Frick	18	Ill.
9.	L. Heinecke	19	Mich.
10.	H. Kumnick	20	Ill.
11.	R. Malotky	21	Wis.
12.	F. Mayer	18	Mich.
13.	E. Merkel	19	Ill.
14.	A. Preisinger	19	Ill.
15.	F. Schultz	20	Ill.
16.	C. Schulz	20	Ill.
17.	E. Schwartz	20	Ill.
18.	F. Treiber	20	Mich.
19.	G. Viehweg	19	Germ'y
20.	E. Wille	20	Wis.

Account of Work Done in the Various Classes, 1910-1911.

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

The first and second parts of the Synodical Catechism were expounded, the German text being used. All the proof texts were memorized, as were also four hymns.

LATIN. Seven lessons weekly. (Prof. Ross.)

Grammar: Etymology according to Ostermann's Lessons in Latin for Sexta and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)

Reading: Masius's German Reader. Analysis of poems.

Grammar: Course for Sexta according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)

Reading: Standard American Fifth Reader.

Grammar and Composition: St. Louis Language Lessons, Book III, pp. 1—70. Thirty written exercises.

Spelling: The Modern Spelling Book, pp. 1—62.

Elocution: Four declamations by each student.

Private Reading: Carpenter's Geographical Reader of Asia.

HISTORY. Two lessons weekly. (Prof. Ross.)

Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to the first Crusade.

GEOGRAPHY. Two lessons weekly. (Prof. Mueller.)

America, special study of the United States.

ARITHMETIC. Three lessons weekly. (Prof. Bergmann.)

Fundamental operations, common and decimal fractions, measurements, percentage.

ZOOLOGY. Two lessons weekly. (Prof. Bergmann.)

Arthropoda, Mollusca, Worms, Echinodermata, Coelenterata, Sponges, Protozoa.

PENMANSHIP. Once a week. German script. (Prof. Hattstaedt.)

QUINTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

The first and second parts of the Synodical Catechism were expounded, the English text being used. All prooftexts were memorized, as also four hymns.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)

Grammar: Etymology completed according to Ostermann's Lessons in Latin for Quinta and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)

Reading: Masius's German Reader. Analysis of poems.

Grammar: Course of Sexta repeated and amplified.

Composition: Original composition, weekly written exercises in spelling and punctuation.

Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)

Reading: Standard American Fifth Reader.

Grammar and Composition: St. Louis Language Lessons for Common Schools, completed and reviewed. Written exercises.

Spelling: The Modern Spelling Book, pp. 63—116.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Hiawatha, Swift's Gulliver's Travels.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)

Biographical sketches of the leading historical characters from Charlemagne to the French Revolution.

UNITED STATES HISTORY. Two lessons weekly. (Prof. Mueller.)

The subject was studied on the basis of Mace's School History of the United States.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)

Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Bergmann.)

Percentage. Ratio and Proportion. Involution. Evolution. Mensuration.

ZOOLOGY. Two lessons weekly. (Prof. Bergmann.)

Protozoa, Sponges, Coelenterata, Echinodermata, Worms, Mollusca, Arthropoda, Tunicates, Fishes, Reptiles, Birds.

PENMANSHIP. One lesson weekly. (Prof. Huth.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Bible History (New Testament). The Life of Jesus. The early history of the Christian Church. The missionary journeys of St. Paul. Luther's Small Catechism was studied and memorized according to the German and English versions. Three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)

Reading: Cornelius Nepos.

Grammar: Syntax according to Ostermann's Lessons and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GREEK. Six lessons weekly. (Prof. Huth.)

Grammar: Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Lessons in Greek, Book I.

Composition: Exercises in translation. Written reviews and examinations.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)

Reading: Selections in prose from the German classics. Analysis of poems.

Grammar: Syntax finished, according to Crull's Grammar.

Composition: Original composition. Written exercises.

Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)

Reading: Franklin's Autobiography.

Grammar: Swinton's Grammar, pp. 1—165.

Composition: Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Evangeline and Courtship of Miles Standish, Whittier's Snow-Bound.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)

Greek history from the earliest times to the division of Alexander's empire. Roman history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Bergmann.)

Algebra: Fundamental operations. Linear equations. Special Rules. Factoring. Fractions and fractional equations. Simultaneous simple equations. Graphs.

CHEMISTRY. One lesson weekly. (Prof. Bergmann.)

Oxygen, Hydrogen, and their compounds. Atomic theory. Equations and calculations. Nitrogen. Atmosphere. Solutions. Acids. Bases. Salts. Valence. Problems.

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Bible History (New Testament). This part of the work was a continuation of that of the previous class. Repetition of Luther's Small Catechism, both German and English. A certain number of English prooftexts memorized. Three hymns memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)

Reading: Caesaris de Bello Gallico, I—IV and VI; Selections from Ovidii Metamorphoses.

Grammar: Syntax according to Busch's Lessons in Latin for Tertia and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GREEK. Six lessons weekly. (Prof. Huth.)

Reading: Xenophon's Anabasis, Books I and II.

Grammar: Etymology completed according to Kaegi's Grammar and Lessons in Greek for Tertia.

Composition: Exercises in translation. Written reviews and examinations.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)

Reading: Schiller's Jungfrau von Orleans; Kleist's Prinz Friedrich von Homburg; Schiller's Lied von der Glocke; a considerable number of poems of various authors.

Grammar: Review of the more difficult rules of grammar.

Rhetoric: Figures of speech.

Composition: Original compositions. Bi-weekly written exercises in the classroom, partly based on matter previously read in class.

Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)

Reading: Matthews's Introduction to American Literature; Webster's Oration on Adams and Jefferson and First Bunker Hill Oration; Shakespeare's Julius Caesar.

Grammar: Swinton's Grammar completed.

Composition and Rhetoric: Both subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.

Private Reading: Bryant's Sella, Thanatopsis, etc.; Holmes's Grandmother's Story of Bunker Hill, etc.

FRENCH. One lesson a week. (Prof. Hattstaedt.)

Elements of French according to Ploetz.

GENERAL HISTORY. Two lessons weekly. (Prof. Huth.)

Roman and Medieval History to the Hohenstaufens.

MATHEMATICS. Four lessons weekly. (Prof. Bergmann.)

Algebra: Fundamental operations. Equations. Special rules. Factors. Common Factors and Multiples. Fractions. Fractional equations. Simultaneous simple equations. Theory of exponents. Radicals. Quadratics. Graphs.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.)

Physics. Units. Properties of matter. Mechanics of solids and liquids. Problems.

SECUNDA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Five parts of the English Synodical Catechism were studied. Nearly all prooftexts were memorized. Written examinations.

LATIN. Seven lessons weekly. (Prof. Ross.)

Reading: Sallustii Bellum Catilinum; Ciceronis orationes pro Roscio and pro Archia. Vergilii Aeneidos Lib. I and II.

Grammar: Syntax repeated according to Jan's Lessons in Latin, Part I. Bi-weekly written exercises in translation from German into Latin. Written reviews.

GREEK. Six lessons weekly. (Prof. Huth.)

Reading: Selections from Wilamowitz's Reader, Part I; Homeri Odyssea, Books I, VI, VII, VIII, IX.

Grammar: Syntax, especially of cases, voices, moods, and tenses, according to Kaegi's Grammar and Lessons in Greek for Secunda.

Composition: Written exercises in translation. Written reviews and examinations.

HEBREW. Three lessons weekly. (Prof. Ross.)

Grammar: The noun and the regular verb according to Baltzer's Grammar and Lessons in Hebrew. Memorizing of requisite vocabulary.

Composition: Written exercises in translation from German into Hebrew. Written reviews.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)

History of Literature: The main facts showing the growth of German literature to the time of Luther.

Reading: Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. — Lessing, Minna von Barnhelm; Goethe, Hermann und Dorothea.

Composition: Original compositions.

Elocution: Three declamations by each student with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)

History of Literature: The literary history of England, from the beginning to Milton, was studied upon the basis of Newcomer's English Literature.

Reading: Shakespeare's Merchant of Venice; Macaulay's Life of Samuel Johnson.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Pope's Iliad of Homer, Books I, VI, XXII, XXIV; Dickens's A Tale of Two Cities.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)

From the Treaty of Westphalia to the downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Bergmann.)

Algebra. Fundamental operations. Equations. Special rules. Factors. Multiples, Fractions. Fractional equations. Simultaneous simple equations. Exponents. Radicals, Quadratics. Graphs. Imaginaries. Ratio. Proportion. Variation. Binomial Theorem.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.)

Chemistry. Oxygen, Hydrogen, and their compounds. Atomic theory. Chemical equations and calculations. Nitrogen. Atmosphere. Solutions. Acids. Bases. Salts. Neutralization. Valence. Sulphur. Chlorine family.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

The Gospel according to St. Mark, read in the original and expounded. All prooftexts cited in the Synodical Catechism were repeated. The first two parts were studied in English. One hundred English prooftexts memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)

Reading: Selections from Cicero's philosophical writings, chiefly from the De Officiis and the Tusculanae Disputationes. In connection with this course, a brief outline of Greek philosophy was given.

Tacitus, Germania; Horace, Selections from the Odes, Satires, and Epistles.

Grammar and Composition according to Ostermann's Übungsbuch für Prima. Written reviews and examinations.

GREEK. Six lessons weekly. (Prof. Huth.)

Reading: Plato's Euthyphron, Apologia, Kriton; Euripides, Iphigenia.

Grammar: Syntax of moods, infinitives, participles. Translation of the corresponding parts in Kaegi's Lessons.

Composition: Written translations. Written reviews and examinations.

HEBREW. Two lessons weekly. (Prof. Ross.)

Grammar and Composition: Study of irregular verbs, numerals, adverbs, and participles, according to S. Schmidt's Grammar and Kautzsch's Lessons in Hebrew. Written translations and reviews.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)

History of Literature: Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.

Reading: Goethe's Iphigenie in Tauris, and Egmont; selections from many noted poets and prose writers.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)

History of Literature: The literary history of England, from the Elizabethan to the Victorian age, was studied upon the basis of Newcomer's English Literature.

Reading: Shakespeare's King Lear; Milton's Paradise Lost, Books I and II.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Tennyson's Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur. Carlyle's Lecture on Luther.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.) From the Treaty of Westphalia to the downfall of Napoleon I.

MATHEMATICS. Three lessons weekly. (Prof. Bergmann.) Review of Algebra. Geometry.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.) Anatomy, Physiology, and Hygiene.

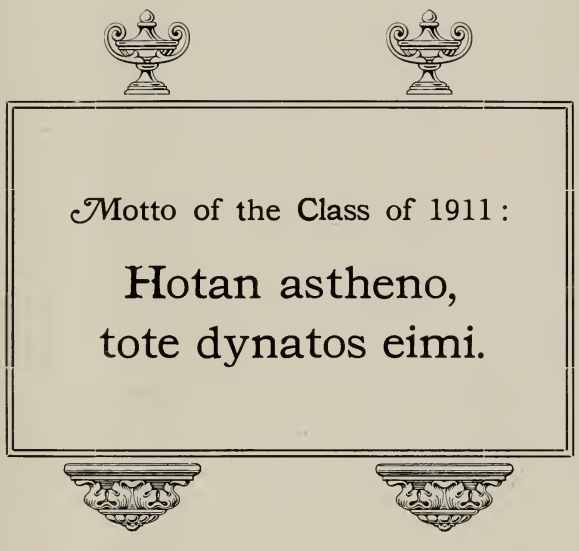
N. B.—Owing to a long vacancy in the chair of mathematics and natural science, the plan of work outlined for these branches could not be fully carried out.

Classification by Residences of Pupils, 1881-1911.

Wisconsin	626	Maryland	5
Illinois	486	Oregon	4
Michigan	112	North Dakota	3
Missouri	101	Massachusetts	3
Minnesota	93	Texas	2
Iowa	72	Argentine Republic, S. A.	2
Nebraska	41	New Jersey	2
New York	27	Arkansas	1
South Dakota	21	Washington	1
Indiana	18	Connecticut	1
Germany	18	Pennsylvania	1
Kansas	15	Kentucky	1
Canada	8	Alabama	1
Ohio	8	New Zealand	1
California	8		1682

Classification by Enrollments of Pupils, 1881-1911.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1896—97	72	207
1882—83	27	41	1897—98	65	219
1883—84	78	113	1898—99	43	190
1884—85	52	149	1899—1900	43	185
1885—86	59	169	1900—1901	56	185
1886—87	43	164	1901—1902	87	237
1887—88	39	132	1902—1903	64	232
1888—89	46	123	1903—1904	83	250
1889—90	63	141	1904—1905	79	252
1890—91	66	182	1905—1906	49	236
1891—92	58	201	1906—1907	60	216
1892—93	77	225	1907—1908	65	214
1893—94	51	227	1908—1909	55	212
1894—95	49	213	1909—1910	32	187
1895—96	45	179	1910—1911	57	195



Motto of the Class of 1911:

Hotan astheno,
tote dynatos eimi.

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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1911/12

Concordia College

MILWAUKEE, WIS.

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

—*Luther*

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

Catalogue

of

Concordia College

MILWAUKEE, WIS.

ISSUED AT THE
END OF ITS THIRTY-FIRST YEAR, 1911-1912
PUBLISHED BY THE COLLEGE

Calendar for 1912-1913.

First Term begins	Sept. 4.
Lessons begin	Sept. 5.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 28.
Christmas Vacation begins	Dec. 20.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	March 14.
Ascension Day	May 1.
Monday after Whitsunday	May 12.
Decoration Day	May 30.
Second Term ends	June 27.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT,
Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

QUADRANGLE VIEWED FROM THE EAST

Grounds.

Concordia College is situated in the western part of Milwaukee, near the city limits. The site is elevated, healthy, and beautiful, and possesses every advantage of country and city life.

The grounds contain about seven and one half acres of land intersected on the north by State Street and on the south by Cedar Street. The first of the smaller parts thus cut off has been converted into a ball field for younger Concordians; the second contains residences occupied by professors of Concordia. The large tract which remains affords a roomy campus divided by the College buildings into three sections. The northwest section has been laid out to be used as ball grounds; the northern and southern sections are parked, furnishing in their close-clipped lawns and their shade trees, desirable places for recreation. At the northeast corner of the tract in question, corner of Thirty-First and State streets, stands the residence of the President of the College.

Buildings.

Concordia College has three main buildings, besides a gymnasium, a kitchen, a hospital, and seven residences.

The Recitation Hall is an imposing structure, which consists of two wings and a central edifice. The width of the building is 126 feet, while the depth of the wings and the central portion is 74 and 86 feet respectively. The building is composed of two stories, faced with St. Louis pressed brick, and a solid foundation, faced with Bedford sandstone. Visitors admire the large surface of plate glass in the front elevation and two massive columns at the main entrance.

This building is used only for purposes of instruction and worship. It contains eight large classrooms, the museum, the professors' library, and the chapel, besides the office and the Dr. Wm. Sihler library. The classrooms are perfect in their way, well-lighted, well-ventilated, of simple and substantial elegance. The chapel is an architectural gem. The ceiling and walls are covered with elaborate stuccowork overlaid with gilt. Other features of the chapel are a fine pipe organ and rich cathedral glass windows, the latter of which were donated by the alumni. The professors' library is also a magnificent apartment. All the woodwork of the building consists of red oak with antique stain, and hard maple.

West of the Recitation Hall, there is a large dormitory, which contains living and sleeping apartments. It also contains a spacious dining room, which is connected by a covered passageway with the kitchen—a frame structure of considerable dimensions.

Northeast of the kitchen, there stands what is styled the Old Building, a fine old structure of cream-colored brick with sandstone dressings. This also is a dormitory.

The Gymnasium is a structure 40x80 feet, and well equipped with the necessary apparatus.

The Hospital, though a small building, is perfectly adapted for its purposes. Its cheerful environs make it a pleasant home for the patients of Concordia.

INTERIOR OF CHAPEL

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

CORRIDOR IN RECITATION HALL

but a book to be studied and mastered. For this purpose much written and oral composition is required.

As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.

PROFESSORS' LIBRARY

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

MUSEUM

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

CONCORDIA COLLEGE ORCHESTRA, 1912

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

CONCORDIA BASE BALL SQUAD, 1912

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Announcement.

Some years ago, the synod in session at Ft. Wayne, Ind., passed a resolution authorizing the various colleges to add another preparatory class, a Septima. This is desirable, for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. Accordingly, it is our purpose, as soon as circumstances are favorable, to act upon this resolution with reference to our own college. By this plan, it is hoped that many a boy lacking the necessary preparatory training may be able to make up his deficiencies and successfully pursue his studies, while those better equipped will enter Sexta as usual and not be hampered in their progress by any retarding factor.

A Desideratum.

What Concordia College at present needs most, is another teacher. The amount of work to be done is too great for seven men, and if the faculty is crippled by the prolonged illness of one of the professors, as has been the case during the past year, the situation becomes, indeed, very embarrassing. The directors of the institution have, therefore, resolved to meet this want by making an effort to induce synod to establish an eighth professorship.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

Rev. F. PFOTENHAUER, President.....Chicago, Ill.
Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
Rev. J. STRASEN, Third Vice President.....Milwaukee, Wis.
Rev. J. A. HILGENDORF, Fourth Vice President..Cheyenne, Wyo.
Rev. R. D. BIEDERMANN, Secretary.....Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District.....Milwaukee, Wis.
Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. A. LUEDKE.....Milwaukee, Wis.
Dr. H. DUEMLING.....Milwaukee, Wis.
Mr. F. PRITZLAFF.....Milwaukee, Wis.

BOARD OF ELECTORS.

1.—5. The members of the aforenamed Board.
6. Rev. CARL SCHMIDT.....Chicago, Ill.
7. Rev. F. H. EGGERS.....Watertown, Wis.
8. Rev. H. MAACK, Jr.....Grand Rapids, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....	appointed	1893
CARL F. W. HUTH, Professor of Classics.....	"	1881
GEORGE W. MUELLER, Prof. of English.....	"	1883
OTTO HATTSTAEDT, Prof. of German.....	"	1884
CARL ROSS, Prof. of Hebrew and Classics.....	"	1890
CARL GAENSSLE, Prof. of Classics.....	"	1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics	"	1911
ANDREW MUELLER, Instructor in Gymnastics....	"	1896

Enrolled Pupils, 1911-1912.

SEXTA.

	Name	Age		Name	Age
1.	J. Boerger	15	21.	H. Machmueller	15
2.	O. Daenzer	15	22.	A. Meyer	15
3.	W. Dahlke	14	23.	A. Missbach	15
4.	W. Dietz	14	24.	E. Neumann	15
5.	A. Fensel	14	25.	E. Otto	15
6.	A. Folkmann	14	26.	A. Preisinger	15
7.	F. Frenz	15	27.	A. Puscheck	14
8.	H. Froemming	15	28.	H. Reinke	16
9.	L. Grueber	15	29.	L. Rincker	15
10.	W. Hannewald	15	30.	M. Rische	15
11.	W. Heidorn	15	31.	H. Roth	15
12.	A. Hemer	15	32.	P. Schmidt	15
13.	H. Hunsinger	15	33.	R. Schmidt	16
14.	R. Jung	15	34.	V. Schmidt	15
15.	J. Kempff	15	35.	C. Schneider	16
16.	E. Kohn	15	36.	E. Schroeder	15
17.	C. Krenke	15	37.	C. Schulz	15
18.	H. Kringel	15	38.	A. Schwab	16
19.	E. Lembcke	15	39.	M. Strasen	14
20.	W. Lohmann	15	40.	A. Winter	14

QUINTA.

1.	E. Abel	15	11.	A. Goede	15
2.	A. Arndt	15	12.	V. Grimm	15
3.	O. Arndt	15	13.	Al. Guebert	16
4.	V. Bartling	15	14.	Arn. Guebert	16
5.	A. Boedeker	16	15.	A. Hallmann	17
6.	R. Cordes	16	16.	P. Haendschke	17
7.	G. Eifrig	15	17.	H. Harthun	15
8.	E. Frenk	15	18.	E. Helfers	16
9.	H. Fricke	16	19.	G. Huebner	16
10.	W. Gausewitz	14	20.	K. Kellermann	15

	Name	Age
21.	Th. Kleinhans	15
22.	O. Knoll	18
23.	A. Koch	16
24.	G. Kohn	16
25.	H. Kuring	15
26.	A. Lengling	14
27.	A. Marten	16
28.	A. Merkenschlager	14
29.	W. Mundinger	15
30.	W. Neumeister	16
31.	C. Pfotenhauer	15
32.	W. Prange	14
33.	E. Pufpaff	16
34.	G. Roehrs	16
35.	C. Rubel	15
36.	M. Schroeder	15
37.	W. Schroeder	15
38.	F. Schweppe	14
39.	W. Seidensticker	17
40.	A. Trampe	14
41.	H. Winter	15

QUARTA.

1.	H. Albrecht	17
2.	A. Bartling	17
3.	R. Bierlein	18
4.	A. Boelter	18
5.	P. Brauer	16
6.	Th. Dorpat	16
7.	A. Frick	16
8.	W. Gesch	19
9.	R. Gose	17
10.	W. Greve	17
11.	Th. Hattstaedt	16
12.	E. Heck	21
13.	M. Heinecke	18
14.	A. Horn	16
15.	V. Keiper	17
16.	A. Keller	16
17.	G. Krach	17
18.	W. Kuechle	15
19.	H. Lodholz	18
20.	H. Mayer	15
21.	C. Merkle	16
22.	V. Meyer	16
23.	H. Schilf	16
24.	E. Schmidt	17
25.	H. Scholz	15
26.	A. Schroeder	15
27.	F. Wilke	17
28.	J. Wuebben	17

TERTIA.

1.	W. Baumann	16
2.	C. Brauer	18
3.	R. Burgdorf	17
4.	W. De Vries	19
5.	A. Eissfeldt	17
6.	G. Elbert	18
7.	A. Engelhardt	18
8.	M. Gamm	18
9.	R. Geffert	17
10.	H. Gieschen	16
11.	R. Grade	19
12.	A. Halboth	18
13.	A. Hitzke	18
14.	W. Hornburg	18
15.	W. Kemnitz	17
16.	K. Koehler	18

	Name	Age
17.	M. Koschmann	17
18.	A. Maas	17
19.	F. Machmueller	17
20.	J. Mueller	20
21.	M. Nommensen	16
22.	A. Paul	18
23.	E. Pautsch	18
24.	R. Reichmann	19
25.	W. Reitz	18
26.	M. Richter	17
27.	W. Ross	17
28.	O. Taege	19
29.	F. Wille	18
30.	O. Woelzlein	19

SECUNDA.

1.	H. Bartz	19
2.	E. Bast	17
3.	W. Behrens	20
4.	J. Bittner	21
5.	A. Brux	19
6.	H. Burgdorf	18
7.	K. Daib	19
8.	H. Engelbrecht	17
9.	H. Gamber	19
10.	G. Gaertner	18
11.	E. Hahn	18
12.	G. Hennig	17
13.	H. Hohenstein	18
14.	M. Kauth	19
15.	M. Keller	20
16.	C. Kionka	18
17.	H. Kohn	18
18.	O. Kretzmann	19
19.	A. Lindenmeyer	18
20.	W. Littmann	19
21.	B. Maurer	17
22.	L. Meyer	21
23.	W. Meyer	17
24.	G. Mietke	19
25.	F. Mueller	19
26.	C. Mundinger	18
28.	P. Petermann	19
29.	Cl. Thies	18
27.	F. Paul	18
30.	F. Worthmann	

PRIMA.

1.	P. Bast	19
2.	A. Behnke	19
3.	A. Brauer	19
4.	H. Brauer	20
5.	P. Bretscher	18
6.	P. Burkholz	19
7.	A. Cook	23
8.	H. Dierks	22
9.	O. Geisemann	18
10.	W. Goldschmidt	21
11.	O. Grumm	18
12.	A. Hardt	18
13.	W. Hempfing	19
14.	W. Hohenstein	20
15.	M. Huebner	20
16.	R. Hudtloff	20
17.	R. Jeske	20
18.	H. Juneau	19
19.	Ph. Lange	19
20.	W. Lippmann	19
21.	E. Ludwig	19
22.	P. Lueders	19
23.	H. Nieting	19
24.	O. Pfotenhauer	19
25.	G. Ross	20
26.	A. Schirm	19
27.	E. Schmidt	20
28.	W. Schroeder	20
29.	R. Torgler	20
30.	W. Wangerin	20
31.	P. Waschilewsky	20
32.	A. Wolter	19
33.	G. Zilly	19

Account of Work Done in the Various Classes, 1911-1912.

N.B.—Owing to the illness of Prof. Huth, which compelled him to give up his work late in fall, Prof. Hugo Mosel stepped in and gave instruction in several classes till the end of the school year.

SEXTA.

RELIGION. Two lessons weekly. (Pres. Albrecht. Prof. Mosel.)

Three parts of the Synodical Catechism were expounded, the German text being used. Three parts of the English text were memorized, as were also three hymns.

LATIN. Seven lessons weekly. (Prof. Gaenssle. Prof. Mosel.)

Grammar: Etymology according to Schmidt-Lierse's Lessons in Latin for Sexta and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)

Reading: Masius's German Reader. Analysis of poems.

Grammar: Course for Sexta according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each student.

ENGLISH. Five lessons weekly. (Prof. Mueller.)

Reading: Standard American Fifth Reader.

Grammar and Composition: Hyde's Two-Book Course in English, Book II, pp. 1—127. Thirty written exercises.

Spelling: The Modern Spelling Book, pp. 1—62.

Elocution: Four declamations by each student.

Private Reading: Carpenter's Geographical Reader of Africa; Stories from the Arabian Nights.

HISTORY. Two lessons weekly. (Prof. Ross.)

Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to the first Crusade.

GEOGRAPHY. Two lessons weekly. (Prof. Mueller.)

America, special study of the United States.

ARITHMETIC. Three lessons weekly. Prof. Bergmann.)

Fundamental operations, factors, multiples, common and decimal fractions, denominate numbers, measurements, according to Wentworth-Smith.

ZOOLOGY. Two lessons weekly. (Prof. Bergmann.)
Simplest animals. Simplest many-celled animals. Worms. Echinoderms. Arthropods. Shell-animals. Birds. Textbook: Steele.

PENMANSHIP. Once a week. German script. (Prof. Hattstaedt. Prof. Mosel.)

QUINTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)
The first, second, and third parts of the Synodical Catechism were expounded, the English text being used. All proof-texts were memorized, also four hymns.

LATIN. Seven lessons weekly. (Prof. Ross. Prof. Mosel.)
Grammar: Etymology completed according to Ostermann's Lessons in Latin for Quinta and Stegmann's Grammar.
Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GERMAN. Five lessons weekly. (Prof. Hattstaedt.)
Reading: Masius's German Reader. Analysis of poems.
Grammar: Course of Sexta repeated and amplified.
Composition: Original compositions, weekly written exercises in spelling and punctuation.
Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)
Reading: Standard American Fifth Reader.
Grammar and Composition: St. Louis Language Lessons for Common Schools, completed and reviewed. Written exercises.
Spelling: The Modern Spelling Book, pp. 63—125.
Elocution: Four declamations by each student.
Private Reading: Longfellow's Hiawatha, Swift's Gulliver's Travels.

GENERAL HISTORY. One lesson weekly. (Prof. Gaenssle.)
Biographical sketches of the leading historical characters from Charlemagne to the French Revolution.

UNITED STATES HISTORY. Three lessons weekly. (Prof. Mueller.)
The subject was studied on the basis of Mace's School History of the United States.

GEOGRAPHY. Two lessons weekly. (Prof. Gaenssle.)
Asia, Africa, Australia, Europe, according to Daniel's Leitfaden.

ARITHMETIC. Three lessons weekly. (Prof. Bergmann.)
Percentage. Ratio and Proportion. Powers and Roots. Metric measures. Vocational Problems. General review. Textbook: Robinson.

NATURAL SCIENCE. Two lessons weekly. (Prof. Bergmann.)

Zoology: Vertebrata. Textbook: Steele.

Botany: Structure and life of plants. Comparison of animal and plant biology. Classification. Studies of seed plants and spore plants.

PENMANSHIP. One lesson weekly. (Prof. Huth. Prof. Mosel.)

QUARTA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Bible History (Old Testament). Luther's Small Catechism was studied and memorized according to the German and English versions. Three hymns were memorized.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)

Reading: All vitae in Fuegner's Cornelius Nepos. Selections from Phaedri Fabulae Aesopiae.

Grammar: Syntax according to Ostermann's Lessons and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GREEK. Six lessons weekly. (Prof. Huth. Prof. Gaenssle.)

Grammar: Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Wesener's Lessons in Greek, Book I.

Composition: Exercises in translation. Written reviews and examinations.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)

Reading: Selections in prose from the German classics. Analysis of poems.

Grammar: Syntax finished, according to Crull's Grammar.

Composition: Original compositions. Written exercises.

Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)

Reading: Irving's Alhambra.

Composition: Woolley's Handbook of Composition, pp. 1—18; 67—147. Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Evangeline and The Courtship of Miles Standish; Whittier's Snow-Bound; Poe's The Raven.

GENERAL HISTORY. Two lessons weekly. (Pres. Albrecht.)

Greek history from the earliest times to the division of Alexander's empire. Roman history to the war against Pyrrhus.

MATHEMATICS. Four lessons weekly. (Prof. Bergmann.)

Algebra: Simple equations. Positive and negative numbers. Addition, subtraction, multiplication, division. Special rules. Factors and multiples. Fractions. Simultaneous simple equations. Indeterminate equations. Inequalities. Involution and evolution. Theory of exponents. Radicals. Imaginaries. Textbook: Wentworth.

CHEMISTRY. One lesson weekly. (Prof. Bergmann.)

Introduction. Water. Oxygen. Hydrogen. Nitrogen. Atmosphere. Halogens. Acids. Bases. Salts. Carbon. Sulphur. Silicon. Phosphorus. Metals. Textbook: Peters.

TERTIA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Bible History (Old Testament). Repetition of Luther's Small Catechism, both German and English. A certain number of English prooftexts were memorized, also two hymns.

LATIN. Seven lessons weekly. (Prof. Ross.)

Reading: Caesaris de Bello Gallico, I—III; Selections from Ovidii Metamorphoses.

Grammar: Syntax according to Ostermann's Lessons in Latin for Tertia and Stegmann's Grammar.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.

GREEK. Six lessons weekly. (Prof. Huth. Prof. Ross.)

Reading: Xenophon's Anabasis, Book I.

Grammar: Etymology completed according to Kaegi's Grammar and Lessons in Greek for Tertia.

Composition: Exercises in translation. Written reviews and examinations.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)

Reading: Koerner's Zriny; Schiller's Macbeth; Kleist's Die Hermannsschlacht; Schiller's Lied von der Glocke; a considerable number of poems of various authors.

Grammar: Review of the more difficult rules of grammar.

Rhetoric: Figures of speech.

Composition: Original compositions. Biweekly written exercises in the classroom, based partly on matter previously read in class.

Elocution: Four declamations by each student.

ENGLISH. Four lessons weekly. (Prof. Mueller.)

Reading: Matthews's Introduction to American Literature; Denney's American Public Addresses.

Grammar: Swinton's Grammar completed.

Composition and Rhetoric: Both subjects were studied upon the basis of Swinton's Composition and Rhetoric. Original compositions.

Elocution: Four declamations by each student.

Private Reading: Bryant's Thanatopsis and Other Poems; Lowell's The Vision of Sir Launfal and Other Poems.

FRENCH. One lesson a week. (Prof. Hattstaedt.)

Elements of French according to Ploetz.

GENERAL HISTORY. Two Lessons weekly. (Prof. Huth. Pro°. Mosel.)

Roman and Medieval History to Charlemagne.

MATHEMATICS. Four lessons weekly. (Prof. Bergmann.)

Algebra: Review of Quarta pensum. Involution and evolution. Theory of exponents. Radicals. Quadratics. Graphs. Ratio, proportion, variation. Progression. Variables and limits. Series. Logarithms. Textbook: Milne.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.)

Measurements. Properties of solids, liquids, and gases. Work and energy. Sound. Light. Textbook: Milliken and Gale.

SECUNDA.

RELIGION. Two lessons weekly. (Pres. Albrecht.)

Three parts of the English Synodical Catechism were studied. Nearly all prooftexts were memorized.

N. B.—When Prof. Huth discontinued his work, Pres. Albrecht took up the instruction in Greek, in both Secunda and Prima. By having the students read several books of the New Testament in the original and by expounding the portions read, he combined the branches of Greek and Religion.

LATIN. Seven lessons weekly. (Prof. Gaenssle.)

Reading: Livius, Book XXII; Ciceronis orationes in Catilinam I, II, and III, and pro Archia. Vergilii Aeneidos Lib. I and II.

Grammar and Composition: According to Kautzmann's Lessons in Latin, Part I, and Stegmann's Grammar. Written exercises in translation from German into Latin. Written reviews.

GREEK. Six lessons weekly.

Reading: Xenophon's Hellenica, Books I and II. (Prof. Huth.) The Gospel according to St. John, the three Epistles of St. John, the two Epistles of Paul to Timothy, and the Epistle of Paul to the Galatians. (Pres. Albrecht.)

HEBREW. Three lessons weekly. (Prof. Ross.)

Grammar: The noun and the regular verb according to S. Schmidt's Grammar and Lessons in Hebrew. Memorizing of requisite vocabulary.

Composition: Written exercises in translation from German into Hebrew. Written reviews.

GERMAN. Three lessons weekly. (Prof. Hattstaedt.)

History of Literature: The main facts showing the growth of German literature to the time of Luther.

Reading: Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. — Schiller's Maria Stuart; Goethe, Hermann und Dorothea.

Composition: Original compositions.

Elocution: Three declamations by each student with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)

History of Literature: The literary history of England, from the beginning to Milton, was studied upon the basis of Newcomer's English Literature.

Reading: Shakespeare's Richard III; The Sir Roger De Coverley Papers.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Gray's An Elegy in a Country Churchyard and Other Poems; Goldsmith's The Deserted Village and Other Poems; Macaulay's History of England, Chapter I.

GENERAL HISTORY. Two lessons weekly. (Prof. Hattstaedt.)

From the German Interregnum to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Bergmann.)

Algebra: Review of equations. Textbook: White.

Geometry: Rectilinear figures. The circle. Proportion. Polygons. Textbook: Wentworth.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.)

Chemistry: Introduction. Water. Oxygen. Hydrogen. Nitrogen. Atmosphere. Halogens. Acids. Bases. Salts. Carbon. Silicon. Phosphorus. Sulphur. Metals. Textbook: Peters.

PRIMA.

RELIGION. Two lessons weekly. (Pres. Albrecht.) See note under "Religion" on the preceding page.

The Synodical Catechism was repeated. All prooftexts were memorized.

LATIN. Seven lessons weekly. (Prof. Ross.)

Reading: Cicero's Cato Maior; Tacitus, Annales; Horace, Selections from the Odes, Satires, and Epistles.

Grammar and Composition according to von Jân's Übungsbuch, Parts II and III. Written reviews and examinations.

GREEK. Six lessons weekly.

Reading: Plato's Euthyphron and Apologia. (Prof. Huth.) The Gospel according to St. Mark. The Acts of the Apostles, the two Epistles of Paul to Timothy. (Pres. Albrecht.)

HEBREW. Two lessons weekly. (Prof. Ross.)

Grammar and Composition: Study of irregular verbs, numerals, adverbs, and participles, according to Baltzer's Grammar and Lessons in Hebrew. Written translations and reviews.

GERMAN. Four lessons weekly. (Prof. Hattstaedt.)

History of Literature: Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.

Reading: Goethe's Goetz von Berlichingen, and Hermann und Dorothea; Grillparzer's Koenig Ottokar's Glueck und Ende. Selections from many noted poets and prose writers.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gestures.

ENGLISH. Three lessons weekly. (Prof. Mueller.)

History of Literature: The literary history of England, from the Elizabethan to the Victorian age, was studied upon the basis of Newcomer's English Literature.

Reading: Shakespeare's Hamlet; Milton's Paradise Lost, Books I and II.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Tennyson's The Princess; Carlyle's Lecture on Luther.

GENERAL HISTORY. Two lessons weekly. (Prof. Gaenssle.)
From the German Interregnum to the Treaty of Westphalia.

MATHEMATICS. Three lessons weekly. (Prof. Bergmann.)

Geometry: Review of rectilinear figures, the circle, proportion, polygons. Lines and planes in space, polyhedrons, according to Wentworth, Books I—VI.

Trigonometry: Functions of angles, logarithms, general formulae, miscellaneous theorems, solution of right and oblique triangles, according to Murray.

NATURAL SCIENCE. One lesson weekly. (Prof. Bergmann.)
Anatomy, Physiology, and Hygiene. Textbook: Peabody.

Classification by Residences of Pupils, 1881-1912.

Wisconsin	653	Maryland	5
Illinois	500	Oregon	4
Michigan	117	North Dakota	3
Missouri	102	Massachusetts	3
Minnesota	93	Texas	2
Iowa	72	Argentine Republic, S. A.	2
Nebraska	41	New Jersey	2
New York	27	Arkansas	1
South Dakota	21	Washington	1
Indiana	18	Connecticut	1
Germany	18	Pennsylvania	1
Kansas	15	Kentucky	1
Canada	8	Alabama	1
Ohio	8	New Zealand	1
California	8		1729

Classification by Enrollments of Pupils, 1881-1912.

Collegiate Year	Newcomers	Totol Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1897—98	65	219
1882—83	27	41	1898—99	43	190
1883—84	78	113	1899—1900	43	185
1884—85	52	149	1900—1901	56	185
1885—86	59	169	1901—1902	87	237
1886—87	43	164	1902—1903	64	232
1887—88	39	132	1903—1904	83	250
1888—89	46	123	1904—1905	79	252
1889—90	63	141	1905—1906	49	236
1890—91	66	182	1906—1907	60	216
1891—92	58	201	1907—1908	65	214
1892—93	77	225	1908—1909	55	212
1893—94	51	227	1909—1910	32	187
1894—95	49	213	1910—1911	57	195
1895—96	45	179	1911—1912	47	202
1896—97	72	207			

MOTTO of the Class 1912.

Cresce per diem.

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

* * *

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

* * *

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*

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Concordia College

MILWAUKEE, WIS.

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OFFICE

"So lieb als uns das Evangelium ist, so hart lasst uns über den Sprachen halten."

—*Luther*

"It is not uncommon, nowadays, to hear objections to CLASSICAL EDUCATION, usually from those who have never had it, and declamations against DEAD LANGUAGES, usually from those who have never learned them. But the Humanists may unquestionably leave it to the Geologists to fight the battle for antiquity. These have shown us that the older the fossils the more instructive their lessons; indeed, so much importance is attached to ancient animal life that the national government, with great liberality, encourages its study by promoting explorations, museums, and costly publications. Be it so; but let not the nation which does this forget that *the oldest literature is not old or dead, but fresh and living* in comparison with the bones of the cave dwellers, and that though a megatherium is wonderfully instructive, an ancient Epic or a Drama is not unworthy of attention."—*Daniel C. Gilman*

"The ARTS and SCIENCES may sustain no greater injury than when youth is not properly trained up in GRAMMAR."—*Philip Melanchthon.*

"THE ENGLISH LANGUAGE, which has produced and nourished with its milk the greatest of modern poets, the only one who can be compared with the classical poets of antiquity (who does not see that I am speaking of Shakespeare?) may of good right be called *a universal language.*"—*Jacob Grimm.*

"Now unflexible and unyielding, like the spruce tree of his native soil, now soft, like the smooth outlines of the tender birch; now firm and gnarled, like the oak tree in the Teutonic forest primeval, now mild, like the sweet-smelling linden—such is the GERMAN, such, too, is his LANGUAGE; a precious kernel in a rough shell."—*Oscar Weise.*

"Assuredly one fact which does not directly affect our own interests, considered in itself, is not better worth knowing than another fact. The fact that there is a snake in a pyramid, or the fact that Hannibal crossed the Alps by the great St. Bernard, are in themselves as unprofitable to us as the fact that there is a green blind in a particular house in Threadneedle Street, or the fact that a Mr. Smith comes into the city every morning on the top of one

Catalogue

of

Concordia College

MILWAUKEE, WIS.

ISSUED AT THE
END OF ITS THIRTY-SECOND YEAR, 1912-1913
PUBLISHED BY THE COLLEGE

Calendar for 1913-1914.

First Term begins	Sept. 3.
Lessons begin	Sept. 4.
Reformation Day	Oct. 31.
Thanksgiving Day	Nov. 27.
Christmas Vacation begins	Dec. 19.
First Term ends	Jan. 31.
Second Term begins	Feb. 1.
Washington's Birthday	Feb. 22.
Easter Vacation begins	April 3.
Ascension Day	May 21.
Decoration Day	May 30.
Monday after Whitsunday	June 1.
Second Term ends	June 26.

ALL CORRESPONDENCE

to be addressed to the President, REV. M. J. F. ALBRECHT,

Concordia College, Milwaukee, Wis.

CONCORDIA COLLEGE, MILWAUKEE, WIS.

Concordia College

Concordia College is an institution of the Church, being conducted and supported by the "Evangelical Lutheran Synod of Missouri, Ohio, and other States," the largest branch of the Lutheran Church in America.

The special object of the education afforded in Concordia College is to prepare Christian young men for a thorough course in theology. The College may, therefore, be considered a preparatory institution for such Lutheran divinity schools as require for admission a thorough acquaintance with Latin and Greek, a good working knowledge of Hebrew, and a mastery of English and German.

At the same time it is the general aim of Concordia College to fit young men to pursue successfully the advanced courses of study offered by the best universities of the country, as well as to instruct and preserve its charges in the true Christian faith as taught in the Evangelical Lutheran Church.

With this end in view, Concordia College was modeled after the "gymnasia" of Germany, where most time and energy are expended on the classics. But in order to give young men committed to the care of the institution a culture somewhat more suited to their wants as American citizens, certain branches of knowledge were added to the curriculum, not commonly included in the Latin schools of Europe.

The course of studies, all of which are obligatory, extends over a period of six years. The classes are designated by Latin names, viz., Prima (first class), Secunda (second class), Tertia (third class), Quarta (fourth class), Quinta (fifth class), Sexta (sixth class). The two lower classes, Sexta and Quinta, are preparatory classes, though the study of Latin is begun in Sexta.

THE OLD BUILDING.

THE NEW BUILDING.

Courses of Instruction.

Religion.

Since the training of young men who look to the ministry as their lifework is the special aim of Concordia College, due emphasis is laid on the religious and spiritual side of the student's education. Luther's catechism, that unrivaled compendium of Christian truth, is carefully expounded and elucidated, especially in the lower classes, until it may be said to be digested and assimilated by the pupils. Biblical history also receives a large share of attention, and is intended to give the student an intelligent apprehension of the history of salvation as foreshadowed in the Old Testament and fulfilled in the New. Both the English and German Bibles are used. In the upper classes, the students having acquired the knowledge of Greek, some portion of the New Testament is studied in detail on the basis of the original text.

Hebrew.

The course in Hebrew extends over two years. Its object is to give the student a thorough grasp of the grammatical principles of the language both in etymology and syntax. Special stress is laid on the acquisition of a tolerably full vocabulary, so that the student is well equipped for exegetical work on entering the theological seminary. During the second year, portions of historical Hebrew narrative are read and expounded.

Latin and Greek.

Concordia College offers a thorough course in Latin and Greek. To the former, seven weekly periods are devoted throughout the entire six years' course, while the study of the latter is begun in Quarta, receiving six weekly periods for four years. Concordia College believes, in spite of assertions and declamations to the contrary, that a knowledge of these ancient languages constitutes one of the indispensable foundations of a broad and general culture. Whether regarded as an instrument to develop mental power and the reasoning faculty, or as a key to unlock many hidden treasures of learning, or as an accomplishment necessary for an intelligent appreciation of the masterpieces in modern literature, Latin and Greek must ever hold a prominent place in higher education.

With this conviction, Concordia College aims first of all to lay a secure and solid foundation in the elements of grammar, not rushing the student into Caesar or Xenophon by any short and easy method, but introducing him to these authors only after he has acquired such knowledge of etymology and syntax as to enable him to read them with a fair degree of ease and confidence. While realizing that grammar, in any language, may be unduly emphasized, Concordia College insists that the grammar put in the boy's hands is not merely to be consulted occasionally as a work of reference,

CORRIDOR IN RECITATION HALL

but a book to be studied and mastered. For this purpose much written and oral composition is required.

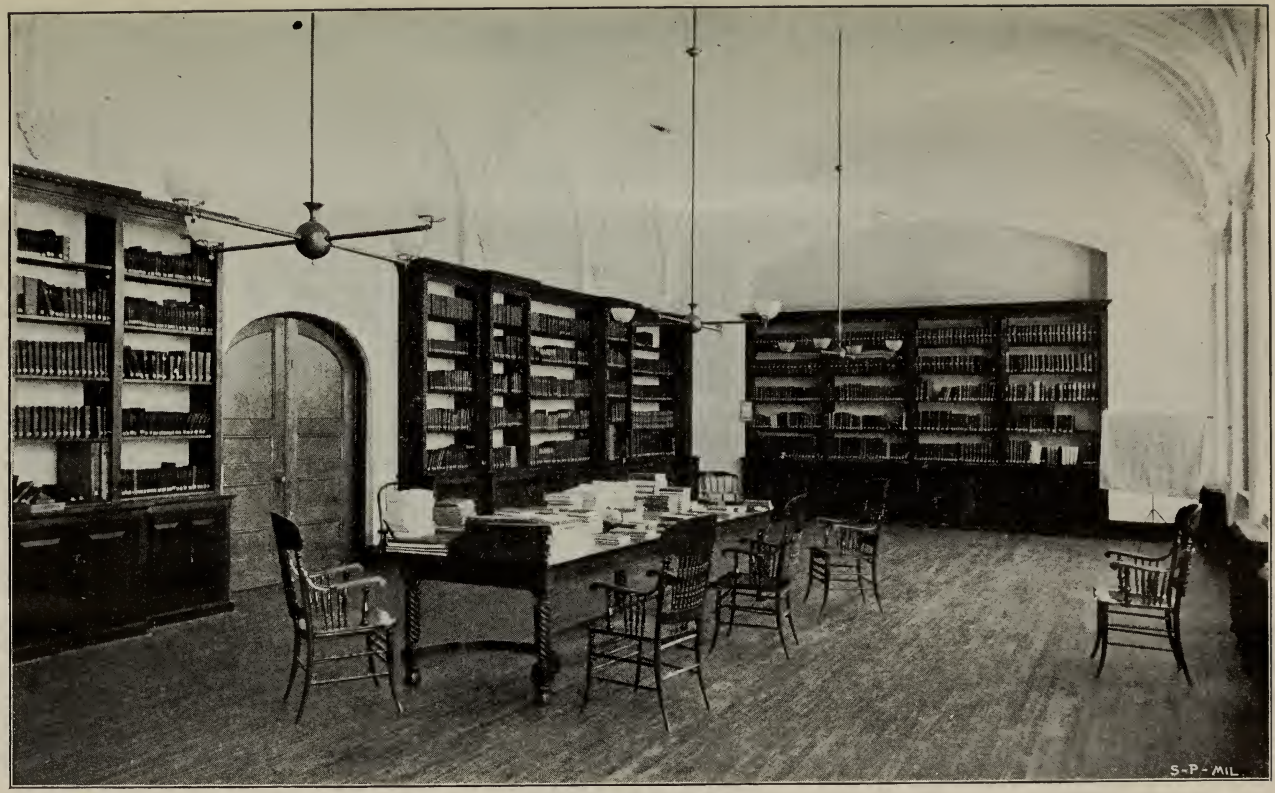
As for the reading of classical writers, it is rather intensive than extensive, thoroughness and accuracy not being sacrificed to quantity and bulk. However, the student forms a good acquaintance with the principal writers of classical antiquity. Any one graduating with honors in these branches is well equipped, either to pursue work independently, or to enter into the wider field of philology in the university.

German.

This department is naturally strong, most of the students being of German parentage and entering the institution with a living knowledge of the language. The course seeks to give the student a ready command of the vast resources of the German tongue, to teach him to use it, whether orally or with the pen, with ease and elegance, and to impart to him a knowledge of its history and literature. Much written work in the shape of paraphrases, abstracts, or original compositions is required throughout the entire course. Numerous selections from representative prose writers, a large number of poems and dramas are read and analyzed, and their literary excellence exhibited. Thus the student insensibly acquires a refined literary taste and learns to fashion his own style after the pattern of finished masterpieces. It may be added that every recitation is begun with a declamation by a member of the class. In this way the students are taught the art of correct pronunciation, enunciation, and emphasis. The principles of gesticulation are taught in the two upper classes.

English.

The work in English is similar to that in German. All the students of Concordia College are expected to speak and write both languages with equal readiness and facility. English, therefore, receives a proportionate share of time. The course is designed to furnish the student with the power of correct oral and literary expression, to stimulate a love of reading, and to acquaint him with the vast fields of English literature. To this end, stress is laid on exact grammatical knowledge and correct pronunciation as well as on the rules of composition and rhetoric. But since mere technical knowledge is necessarily inadequate, much reading and writing is required. Not only is the student expected to be fully prepared on all selections read and discussed in the classroom, but supplementary private reading, suited to his grade, is assigned him, and he must satisfy his instructor that he has done this work carefully and conscientiously. As in the German department, numerous essays, compositions, abstracts, and summaries constitute an important part of the English work, with a view to train the student to think methodically and to clothe his thought in adequate language. Representative works of both British and American authors are read and analyzed in the classroom, while an outline of the history of English literature gives the student a general knowledge of the development of English in its various literary forms, at the same time inviting him to more extended reading and study. In the English department also each recitation is begun with a declamation.



PROFESSORS' LIBRARY

French.

For lack of time the course in French is somewhat limited, confining itself to the rudiments of grammar and the pronunciation. Nevertheless, the energetic student may, with the aid thus offered, easily continue independent study and acquire a good reading knowledge of the language.

History.

Cicero describes history as the **testis temporum** and the **magistra vitae.** And such it is. It is the record of man's doings and achievements, summing up the final results of all the forces, physical, intellectual, moral, and religious, of the human race. Nothing, therefore, can be better suited to enlarge the student's horizon, to broaden his outlook on human life and affairs, to widen his sympathies and educate his judgment than an intelligent study of the great drama of human history. Conscious of these facts, Concordia College aims to give its students such a knowledge of history, ancient, medieval, and modern, as every well-informed and cultured person must be expected to possess. The method employed is to place in the hands of the student an approved textbook, the contents of which he is expected to master, while supplementary lectures and collateral reading serve to round off his knowledge.

Geography.

Geography receives such attention as a good general education requires. Two years of instruction are devoted to it. Apart from its value as an independent study it is an indispensable accessory in the teaching of history.

Mathematics.

As an instrument of mental discipline, mathematics occupies a foremost place. It is the object of the course to train the student in close, consecutive reasoning and to cultivate and develop the power of correct logical deduction. The course includes practical arithmetic, algebra, plane and solid geometry, and trigonometry.

Science.

The courses are intended to give a general survey of the field of the natural sciences. Instruction in chemistry aims to furnish the student a good practical knowledge of elementary inorganic chemistry, the subject being taught by means of text books, lectures, and illustrative experiments on the part of the instructor. The course in physics aims to acquaint the student with the laws underlying natural phenomena, to cultivate habits of observation, and to lead to an intelligent appreciation of nature's manifold wonders. The physical department is equipped with a stereopticon and other apparatus necessary for experiments. The biological course embraces

MUSEUM

the study of the numerous forms of plant and animal life, culminating with the study of man in his physical aspect, this including anatomy, physiology, and hygiene.

Music.

It is not the purpose of this department to give technical and theoretic instruction in music. This does not fall within the aims of Concordia College. The entire student body is, however, instructed in the principles of correct singing once a week, special attention being given to the rich treasury of choral melodies, justly prized by the Lutheran Church. Students are also encouraged to play an instrument, and an orchestra, under the leadership of a special instructor, is in a flourishing condition. It is understood, however, that the time and attention given to music is not to interfere with the regular, prescribed studies.

Gymnastics and Athletics.

While the aim of Concordia College is primarily to guide and stimulate the mental, moral, and religious growth of the student, the second part of the poet's dictum (mens sana in corpore sano) is not overlooked. The College, therefore, has made provision for regular gymnastic training under the direction of a competent instructor. Four hours of each week are set apart for this purpose, and participation in all the exercises is obligatory.

In spring and early autumn, the college campus offers good facilities for outdoor sports, baseball naturally being the college game. But though in hearty sympathy with athletics, Concordia College discountenances all excessive tendencies in this direction. As a matter of fact, the importance attached to athletics in many institutions of our country is manifestly incongruous with the proper aims of any college. Athletics can never justly be regarded as other than a means of healthy exercise and recreation, and are, therefore, to be kept within reasonable bounds. It might be added that football, for reasons obvious to any judicious observer, is forbidden. Basket ball, on the other hand, forms one of the chief indoor sports during the winter season.

Educational Adjuncts.

The principal educational adjuncts are the museum and the library.

The museum is made up of a mineral cabinet, containing many rare and unique specimens, a valuable collection of mounted bird skins, a well selected cabinet of physical apparatus, a large collection of shells, an entomological cabinet, a collection of American antiquities, and several smaller collections of objects of general interest, besides a full series of maps, charts, and models to illustrate crystalline forms, etc.

There are two libraries, one for the exclusive use of the teachers, the other for the students. The former includes the leading works in history, philology, natural science, etc. The latter is al-

CONCORDIA COLLEGE ORCHESTRA, 1913

most evenly composed of standard English and German works, which cover all departments of literature. Books are issued once a week; but the students are not at liberty to draw those books for which they have a momentary fancy, the reading of the pupils being superintended and guided by the librarian, a member of the faculty.

It may be here noted that the city also possesses an excellent library and an art gallery, both of which institutions, together with the well-stocked museum and the zoological garden, are valuable auxiliaries in the matter of education.

Literary Societies.

Besides the regular courses of instruction, an important educational factor are the literary societies of the various classes. The work required in the preparation of speeches, essays, debates, and the like involves reading and study of a more general and diversified character than the regular routine of classroom work calls for, and hence affords the student abundant opportunity of increasing his stock of knowledge in various directions. At the same time, the practice of debating develops the faculty of ready speech and imparts selfconfidence in appearing before an audience. Membership in these societies is optional, but most of the students join at their own initiative.

Expenses.

Pupils studying for the ministry are exempt from charges for tuition. Pupils qualifying for a vocation other than the ministry pay a tuition fee of forty dollars per annum. The same fee is paid by all those pupils of the former class, who, for some reason or other, leave the College, except in cases of relegation, protracted illness, or consilium abeundi (advice to give up study).

Entrance, lodging, and graduation are free to all pupils.

The cost of board is $84.00 per annum, payable in quarterly installments. This includes all charges for light, fuel, medical treatment, physical training, and use of library.

The college furnishes, free of charge, each student a sanitary bedstead with coil spring, bed sheets, pillow slips (size 14x28 in.), and a spread. The student is expected to supply himself with a mattress, blankets, and a pillow.

All laundering is done at the expense of the institution, with the exception of starched shirts, collars, and cuffs.

The yearly expenses for textbooks range from about ten to fourteen dollars.

Expenses for stationery, membership in literary or athletic organizations, and the like, are comparatively light.

Terms.

The college year is divided into two terms.

The first term extends from the first Wednesday in September to the thirty-first day of January.

CONCORDIA BASE BALL SQUAD, 1913

The second term begins on the first day of February and continues until the last Friday of June.

The college year embraces a period of forty weeks of instruction, barring the short Christmas and Easter vacations and a few single holidays.

Reports and Diplomas.

At the close of each term, the standing of each student is determined in the various branches and a report sent to the parents or guardians. The report contains a detailed statement of the student's proficiency (or deficiency, as the case may be) in the several studies, his regularity in attendance, and his general deportment. The graduating class is awarded diplomas, which are of three grades, the highest distinction attainable being "summo cum honore."

Discipline.

Every student is required to lead a Christian life and conform to the College regulations.

The discipline is exercised in a Christian spirit. Every student is treated with love and patience, and severity is resorted to only when demanded by a proper regard for the spiritual welfare of the student in question as well as by the demoralizing influence he may exert on the School. But even in extreme cases, when it becomes necessary to sever the student's connection with the College, nothing is left undone to make him realize his wrong.

Services are held every morning and evening in the College chapel. They are conducted by the President and attended by all students living at the College. There are no divine services at College on Sundays, as there is a great number of Lutheran churches in Milwaukee, at which the students may worship.

Conditions of Admission.

Students are admitted, as a rule, only at the beginning of the College year. All applications for admission must be accompanied by testimonials of good moral character. Candidates for admission must have a fair knowledge of English and German, as both languages are mediums of instruction, and must have mastered the elements of arithmetic. Students may enter an advanced class, provided they pass a satisfactory examination or show up certificates issued by recognized schools.

An Obituary.

With sincere sorrow we announce the death of Dr. H. Duemling, the widely-known chairman of the Board of Directors of our institution. He passed away on March 11, 1913. By his comprehensive knowledge and by his long experience as a college professor, Doctor Duemling was exceptionally qualified for the position he held in connection with our institution. Upon his death the Rev. W. Matthes was requested to act as chairman, and Mr. William Starke of Milwaukee was elected to fill the vacancy in the Board.

An Announcement.

Some years ago, the synod in session at Ft. Wayne, Ind., passed a resolution authorizing the various colleges to add another preparatory class, a Septima. This is desirable, for the reason that the pupils who enter the institution represent such widely varying degrees of preparation that it is impossible to weld them into a homogeneous whole during the first year of their college life. Accordingly, it is our purpose, as soon as circumstances are favorable, to act upon this resolution with reference to our own college. By this plan, it is hoped that many a boy lacking the necessary preparatory training may be able to make up his deficiencies and successfully pursue his studies, while those better equipped will enter Sexta as usual and not be hampered in their progress by any retarding factor.

A Request.

"The harvest is great, but the laborers are few." The request, therefore, is, Send us many boys to fill the institution. At the same time, it should be remembered that those who contemplate a course of study in Concordia must be fairly gifted and energetic. Otherwise, they cannot hope to perform their daily tasks without being a burden to themselves and a drag upon others. Any boy of good average intelligence, who makes faithful use of his opportunities, will experience no serious difficulty in maintaining a respectable standing in scholarship.

Tabular Statements.

OFFICERS OF JOINT SYNOD.

Rev. F. PFOTENHAUER, President.....Chicago, Ill.
Rev. J. MILLER, First Vice President.....Ft. Wayne, Ind.
Rev. P. BRAND, Second Vice President.....Pittsburgh, Pa.
Rev. J. STRASEN, Third Vice President.....Milwaukee, Wis.
Rev. J. A. HILGENDORF, Fourth Vice President..Cheyenne, Wyo.
Rev. R. D. BIEDERMANN, Secretary.....Indianapolis, Ind.
Mr. J. F. SCHURICHT, Treasurer.....St. Louis, Mo.

BOARD OF DIRECTORS OF CONCORDIA COLLEGE, MILWAUKEE, WIS.

Rev. W. MATTHES, as representative of the Rev. H. Daib, President of the Wisconsin District.....Milwaukee, Wis.
Rev. B. SIEVERS.....Milwaukee, Wis.
Mr. A. LUEDKE.....Milwaukee, Wis.
Mr. F. PRITZLAFF.....Milwaukee, Wis.
Mr. W. STARKE.....Milwaukee, Wis.

BOARD OF ELECTORS.

1.—5. The members of the aforenamed Board.
6. Rev. CARL SCHMIDT.....Chicago, Ill.
7. Rev. F. H. EGGERS.....Watertown, Wis.
8. Rev. H. MAACK, Jr.....Grand Rapids, Wis.

COLLEGE STAFF.

Rev. M. J. F. ALBRECHT, President of the College, and Instructor in the Principles of Christianity....	appointed	1893
CARL F. W. HUTH, Professor of Classics.....	"	1881
GEORGE W. MUELLER, Prof. of English.....	"	1883
OTTO HATTSTAEDT, Prof. of German.....	"	1884
CARL ROSS, Prof. of Hebrew and Classics.....	"	1890
CARL GAENSSLE, Prof. of Classics.....	"	1904
ARTHUR E. BERGMANN, Prof. of Natural Sciences and Mathematics	"	1911
CARL J. HOMANN, Assistant Professor.....	"	1912
ANDREW MUELLER, Instructor in Gymnastics....	"	1896

Enrolled Pupils, 1912-1913.

SEXTA.

	Name	Age
1.	E. Albrecht	15
2.	W. Amling	12
3.	W. Baumann	15
4.	W. Beck	14
5.	J. Berger	16
6.	W. Blanke	14
7.	R. Bollinger	15
8.	R. Boelter	14
9.	H. Brauer	15
10.	W. Bruss	14
11.	N. Capelle	15
12.	W. Dallmann	14
13.	M. Diersen	16
14.	F. Domke	16
15.	W. Eifrig	14
16.	E. Falk	14
17.	A. Fensel	15
18.	P. Freiburger	14
19.	A. Freitag	14
20.	F. Gartmann	15
21.	A. Geske	15
22.	G. Gieschen	14
23.	W. Gieschen	14
24.	K. Gottschalk	16
25.	L. Gross	16
26.	E. Hartwig	14
27.	O. Hartwig	14
28.	E. Hattstaedt	14
29.	Th. Hoffmann	15
30.	E. Huth	13
31.	R. Jagow	15
32.	H. Keuper	14
33.	O. Kitzmann	15
34.	H. Klei	14
35.	J. Klitzke	14
36.	L. Kohn	14
37.	W. Krahn	16
38.	R. Kremer	14
39.	K. Krog	15
40.	A. Kroeger	15
41.	G. Krueger	17
42.	H. Kuechle	14
43.	H. Kuhlow	15
44.	E. Kupfer	13
45.	A. Kumm	17
46.	W. Lampe	18
47.	K. Lobitz	15
48.	E. Luck	15
49.	E. Maendlein	14
50.	A. Mayer	17
51.	L. Mielke	14
52.	A. Moore	16
53.	P. Mundt	14
54.	A. Oswald	14
55.	G. Pape	15
56.	A. Plack	15
57.	B. Rahn	15
58.	L. Richter	14
59.	A. Ritter	14
60.	B. Roth	15
61.	E. Schroeder	12
62.	W. Seefeldt	14
63.	A. Streufert	14
64.	W. Volz	14
65.	A. Voss	14
66.	H. Wians	15
67.	M. Wiening	14
68.	Cl. Woelm	14

QUINTA.

	Name	Age
1.	A. Bachanz	15
2.	J. Boerger	16
3.	I. Brackebusch	17
4.	W. Dahlke	15
5.	W. Dietz	15
6.	A. Folkmann	15
7.	F. Frenz	16
8.	H. Froemming	16
9.	P. Gose	17
10.	L. Grueber	16
11.	W. Hannewald	16
12.	W. Heidorn	16
13.	E. Helfers	17
14.	A. Hemer	16
15.	E. Hilgendorf	18
16.	O. Hoffmann	15
17.	H. Hunsinger	16
18.	R. Jung	16
19.	E. Keller	15
20.	J. Kempff	16
21.	E. Kohn	16
22.	K. Krenke	16
23.	H. Kringel	16
24.	E. Kurth	15
25.	E. Lembcke	16
26.	W. Lohmann	16
27.	H. Machmueller	16
28.	W. Mehlberg	16
29.	Alf. Meyer	16
30.	Ar. Meyer	16
31.	A. Missbach	16
32.	E. Moede	17
33.	E. Neumann	16
34.	K. Pfotenhauer	16
35.	A. Preisinger	16
36.	G. Prescott	13
37.	H. Proehl	15
38.	A. Puscheck	15
39.	A. Ramlow	15
40.	H. Reinke	17
41.	L. Rincker	16
42.	M. Rische	16
43.	H. Roth	16
44.	R. Schmidt	17
45.	V. Schmidt	16
46.	K. Schneider	17
47.	P. Schrank	15
48.	K. Schulz	16
49.	A. Schwab	17
50.	M. Strasen	15
51.	A. Winter	15

QUARTA.

1.	E. Abel	16
2.	A. Arndt	16
3.	O. Arndt	16
4.	V. Bartling	16
5.	R. Brenner	16
6.	A. Boedecker	17
7.	R. Cordes	17
8.	G. Eifrig	16
9.	E. Frenk	16
10.	A. Frick	17
11.	H. Fricke	17
12.	W. Gausewitz	15
13.	A. Goede	16
14.	V. Grimm	16
15.	Al. Guebert	17
16.	Ar. Guebert	17
17.	A. Hallmann	18
18.	H. Harthun	16
19.	G. Huebner	17
20.	V. Keiper	18
21.	K. Kellermann	16
22.	Th. Kleinhans	16
23.	O. Knoll	19
24.	A. Koch	17
25.	G. Kohn	17
26.	H. Kuring	16
27.	A. Lengling	15
28.	H. Lodholz	19
29.	A. Marten	17
30.	A. Merkenschlager	15

	Name	Age
31.	W. Mundinger	16
32.	W. Neumeister	17
33.	W. Prange	15
34.	G. Roehrs	17
35.	K. Rubel	16
36.	W. Schoenike	18
37.	M. Schroeder	16
38.	W. Schroeder	16
39.	F. Schweppe	15
40.	W. Seidensticker	18
41.	A. Trampe	15
42.	H. Winter	16

TERTIA.

1.	H. Albrecht	18
2.	A. Bartling	18
3.	R. Bierlein	19
4.	A. Boelter	19
5.	P. Brauer	17
6.	Th. Dorpat	17
7.	W. Gesch	20
8.	R. Gose	18
9.	W. Greve	18
10.	Th. Hattstaedt	17
11.	M. Heinecke	19
12.	A. Horn	17
13.	W. Hornburg	19
14.	A. Keller	17
15.	G. Krach	18
16.	W. Kuechle	16
17.	H. Mayer	16
18.	V. Meyer	17
19.	H. Schilf	17
20.	E. Schmidt	18
21.	F. Schoenheider	17
22.	H. Scholz	16
23.	A. Schroeder	16
24.	F. Wilke	18
25.	J. Wuebben	18

SECUNDA.

1.	W. Baumann	17
2.	K. Brauer	19
3.	R. Burgdorf	18
4.	W. de Vries	20
5.	A. Eissfeldt	18
6.	G. Elbert	19
7.	A. Engelhardt	19
8.	R. Geffert	18
9.	H. Gieschen	17
10.	A. Halboth	19
11.	A. Hitzke	19
12.	W. Kemnitz	18
13.	K. Koehler	19
14.	A. Maas	18
15.	F. Machmueller	18
16.	J. Mueller	21
17.	M. Nommensen	17
18.	A. Paul	19
19.	E. Pautsch	19
20.	R. Reichmann	20
21.	W. Reitz	19
22.	M. Richter	18
23.	O. Taege	20
24.	O. Woelzlein	20

PRIMA.

1.	H. Bartz	20
2.	W. Behrens	21
3.	J. Bittner	22
4.	A. Brux	20
5.	H. Burgdorf	19
6.	K. Daib	20
7.	H. Engelbrecht	18
8.	H. Gamber	20
9.	G. Gaertner	19
10.	E. Hahn	19
11.	G. Hennig	18
12.	H. Hohenstein	19
13.	M. Kauth	20
14.	M. Keller	21
15.	K. Kionka	19
16.	H. Kohn	19
17.	O. Kretzmann	20
18.	A. Lindenmeyer	19
19.	W. Littmann	20
20.	B. Maurer	18
21.	L. Meyer	22
22.	W. Meyer	18
23.	G. Mietke	20
24.	F. Mueller	20
25.	K. Mundinger	19
26.	Cl. Thies	19
27.	F. Worthmann	19

Account of Work Done in the Various Classes, 1912-1913.

SEXTA.

RELIGION. Exposition of the Synodical Catechism on the basis of the German text. Three chief parts of the English text were memorized. Several hymns committed to memory.—Two weekly periods. (Pres. Albrecht.)

LATIN. **Grammar:** Etymology according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Numerous written reviews and examinations.—Seven weekly periods. (Prof. Homann.)

GERMAN. **Reading:** Masius's German Reader. Analysis of selected Poems.

Grammar: The entire Formenlehre according to Crull's Grammar. Exercises in orthography once a week. Exercises in punctuation.

Composition: Original compositions, weekly written exercises and oral reproductions.

Elocution: Four declamations by each student.—Five weekly periods. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Standard American Fifth Reader.

Grammar and Composition: Hyde's Two-Book Course in English, Book II, pp. 1—92. Thirty written exercises.

Spelling: The Modern Spelling Book, pp. 1—62.

Elocution: Four declamations by each student.

Private Reading: Stories from Hans Christian Andersen and Hawthorne's A Wonder-Book. — Five weekly periods. (Prof. Mueller.)

HISTORY. Biographical sketches of the leading historical characters of the Oriental nations, the Greeks, the Romans, and the Middle Ages to the Reformation.—Two weekly periods. (Prof. Ross.)

GEOGRAPHY. The geography of America, with special attention to the United States. — Two weekly periods. (Prof. Mueller.)

ARITHMETIC. Fundamental operations, factors, multiples, common and decimal fractions, denominate numbers, measurements, according to Wentworth-Smith. — Three weekly periods. (Prof. Homann.)

ZOOLOGY. A study of the chief branches of the animal kingdom according to Packard.—Two weekly periods. (Prof. Bergmann.)

PENMANSHIP. German script.—One weekly period. (Prof. Ross.)

QUINTA.

RELIGION. Exposition of the Synodical Catechism, questions 1—207, on the basis of the English text. Several hymns committed to memory. — Two weekly periods. (Pres. Albrecht.)

LATIN. **Grammar:** Etymology completed according to Stegmann's Grammar and Schmidt-Lierse's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven weekly periods. (Prof. Homann.)

GERMAN. **Reading:** Masius's Reader. Analysis of selected poems.

Grammar: Course of Sexta repeated and extended.

Composition: Original compositions, weekly written exercises in spelling and punctuation.

Elocution: Four declamations by each student.—Five weekly periods. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Standard American Fifth Reader.

Grammar and Composition: Hyde's Two-Book Course in English completed. Written exercises.

Spelling: The Modern Spelling Book, pp. 63—112.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Hiawatha and Parkman's The Oregon Trail.—Four lessons weekly. (Prof. Mueller.)

GENERAL HISTORY. Biographical sketches of the leading historical characters from Charlemagne to the Reformation. —Two weekly periods. (Prof. Ross.)

UNITED STATES HISTORY. Mace's School History of the United States.—Three weekly periods. (Prof. Mueller.)

GEOGRAPHY. The geography of Asia, Africa, Australia, and Europe, according to Daniel's Leitfaden.—Two weekly periods. (Prof. Hattstaedt.)

ARITHMETIC. Wentworth-Smith, pp. 251—468. — Three weekly periods. (Prof. Bergmann.)

NATURAL SCIENCE. **Botany:** General structure and work of plants. Roots, Stem, Leaf, Buds, and Branches. Flowers. Pollination and Fertilization, Seeds. Bacteria. Algae. Fungi. Mosses and Liverworts. Ferns. Conifers. Some leading groups of flowering plants. Timber. Weeds. Ecological groups. Textbook used: Bergen.—Two weekly periods. (Prof. Bergmann.)

PENMASHIP. English script.—One period a week. (Prof. Huth.)

QUARTA.

RELIGION. Biblical History (New Testament). Memorizing of hymns. Luther's Small Catechism repeated according to both the German and English texts.—Two weekly periods. (Pres. Albrecht.)

LATIN. The Latin sections of Ostermann's Lessons for Quarta were translated. The Lives of Nepos according to the edition of Fuegner.

Grammar: The doctrine of the cases according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Daily oral and weekly written exercises in translation. Written reviews and examinations.—Seven weekly periods. (Prof. Ross.)

GREEK. **Grammar:** Etymology inclusive of the liquid verbs, according to Kaegi's Grammar and Wesener's Lessons in Greek.

Composition: Daily oral exercises in translation. Written reviews and examinations.—Six weekly periods. (Prof. Huth.)

GERMAN. **Reading:** Selected portions of Masius's German Reader and Hattstaedt's German Literature were read and analyzed. Reading of selected poems.

Grammar: Syntax according to Crull's Grammar.

Composition: Original compositions. Weekly written exercises.

Elocution: Four declamations by each student. Practical exercises in oral expression.—Four weekly periods. (Prof. Homann.)

ENGLISH. **Reading:** Prescott's The Conquest of Mexico.

Composition: Woolley's Handbook of Composition, pp. 1—12; 67—148. Original compositions.

Spelling: The Modern Spelling Book completed.

Elocution: Four declamations by each student.

Private Reading: Longfellow's Evangeline. Poe's Poems and Tales.—Four weekly periods. (Prof. Homann.)

GENERAL HISTORY. Roman History to the time of the Gracchi. —Two weekly periods. (Prof. Huth.)

MATHEMATICS. **Algebra:** Addition, Subtraction, Multiplication, and Division. Special expansion forms. Factors and multiples. Linear and quadratic equations and systems with graphs. Radicals and exponents. Irrational equations. Proportion. Variation. Imaginaries.—Four weekly periods. (Prof. Bergmann.)

ANATOMY, PHYSIOLOGY, and HYGIENE. The subjects were studied according to Blaisdell.—One period a week. (Prof. Bergmann.)

TERTIA.

RELIGION. Biblical History (New Testament). Written tests.—Two weekly periods. (Pres. Albrecht.)

LATIN. **Reading:** Caesar De Bello Gallico, I—IV. Selections from Ovid's Metamorphoses (about 1000 lines).

Grammar: Syntax according to Stegmann's Grammar and Ostermann's Lessons in Latin.

Composition: Exercises in oral translation. Numerous written exercises and examinations.—Seven weekly periods. (Prof. Gaenssle.)

GREEK. **Reading:** Xenophon, Anabasis, Books I and II.

Grammar: Etymology completed according to Kaegi's Grammar and Wesener's Lessons in Greek.

Composition: Exercises in oral translation. Numerous written exercises and examinations.—Six weekly periods. (Prof. Gaenssle.)

GERMAN. **Reading:** Schiller, Wilhelm Tell. Immermann, Andreas Hofer. Herder, Cid. Schiller, Lied von der Glocke. Numerous poems read and analyzed.

Grammar: Review of the more difficult rules of grammar.

Rhetoric: Figures of speech.

Composition: Original compositions. Biweekly written exercises in the classroom, based in part on matter previously read in class.

Elocution: Four declamations by each student.—Three weekly periods. (Prof. Hattstaedt.)

ENGLISH. **Reading:** Hawthorne's The House of the Seven Gables, and Shakespeare's Julius Caesar.

Grammar and Composition: Woolley's Handbook of Composition completed. Original compositions.

Elocution: Four declamations by each student.

Private Reading: Matthews's Introduction to American Literature and Selections from the Writings of Eleven American Authors.—Four weekly periods. (Prof. Mueller.)

FRENCH. Elements of French according to Ploetz.—One weekly period. (Prof. Hattstaedt.)

HISTORY. Roman and mediaeval history to the Staufen period.—Two weekly periods. (Prof. Huth.)

MATHEMATICS. **Algebra:** Review of equations. Graphs. Proportion. Progressions. Variables and Limits. Logarithms. Binomial theorem. Textbook: Wentworth.

Geometry: Books I—III of Wentworth-Smith.—Four lessons weekly. (Prof. Bergmann.)

NATURAL SCIENCE. **Physics:** Measurement. Force and Motion. Pressure in liquids. Molecular forces and motions. Expansion. Work and mechanical energy. Heat energy. Change of state. Heat transference. Sound. Light.—One lesson every week. (Prof. Bergmann.)

SECUNDA.

RELIGION. Synodical Catechism, questions 1—247. Written tests.—Two weekly periods. (Pres. Albrecht.)

LATIN. **Reading:** Livy, Selections from books XXI—XXII according to the edition of Fuegner. Cicero, Four Orations against Catiline. Virgil, Aeneid, Book II.

Grammar and Composition: Translation from German into Latin according to Ostermann. Written exercises and reviews.—Seven weekly periods. (Prof. Ross.)

GREEK. **Reading:** Xenophon, Hellenica, Books I and II. Homer, Odyssey, Books I, VI, VIII, IX. The three Epistles of John.

Grammar and Composition: The doctrine of the cases, the article, and the pronouns. Translations according to Eihler's Lessons in Greek. Written exercises and tests.—Six weekly periods. (Prof. Huth.)

HEBREW. The noun and the regular verb according to Baltzer's Grammar and "Uebungsbuch". Written translations from German into Hebrew. Written reviews in the Formenlehre.—Three weekly periods. (Prof. Ross.)

GERMAN. **History of German Literature:** The leading facts showing the development of German literature to the time of Luther.

Reading: Nibelungenlied, Gudrun, Walther von der Vogelweide, Hans Sachs, the Volkslied, according to Hattstaedt's Handbuch. Lessing, Minna von Barnhelm. Schiller, Don Carlos.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gesticulation.—Three weekly periods. (Prof. Hattstaedt.)

ENGLISH. History of English Literature according to Newcomer, pp. 1—127.

Reading: Shakespeare's Coriolanus and Macaulay's Johnson and Addison.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Dryden's Palamon and Arcite.—Three weekly periods. (Prof. Mueller.)

HISTORY. European history from the period of the migrations to the reformation. Special attention was given to the feudal system, the rise and development of the papacy, the conflict between the imperial and the papal powers, the crusades, and the renaissance.—Two weekly periods. (Prof. Gaenssle.)

MATHEMATICS. Plane Geometry according to Wentworth, Books I—V.—Three weekly periods. (Prof. Bergmann.)

NATURAL SCIENCE. **Chemistry:** Introduction. Water. Oxygen. Hydrogen. Nitrogen. Atmosphere. Halogens. Acids. Bases. Salts. Carbon. Silicon. Phosphorus. Sulphur. Metals. Textbook: Peters.—One period a week. (Prof. Bergmann.)

PRIMA.

RELIGION. The Gospel of St. Mark read in the original Greek and expounded. Repetition of the entire Synodical Catechism. —Two weekly periods. (Pres. Albrecht.)

LATIN. **Reading:** Cicero, De Amicitia; Tacitus, Germania and Dialogus de Oratoribus; Horace, De arte poetica, selections from the Odes and Satires.

Grammar and Composition: Translation from German into Latin according to Ostermann. Written reviews.—Seven weekly periods. (Prof. Gaenssle.)

GREEK. **Reading:** Plato, Apology and Crito. Homer, Odyssey, Books VI, VIII, IX. Sophocles, Oedipus Rex.

Grammar: Syntax of the Cases, Moods, Infinitives, and Participles according to Kaegi's Grammar and "Uebungsbuch". Written exercises and tests.—Six weekly periods. (Prof. Huth.)

HEBREW. The irregular verbs, numerals, adverbs, and particles according to Schmidt's Grammar and "Uebungsbuch". Monthly tests.—Three weekly periods. (Prof. Ross.)

GERMAN. **History of German Literature:** Lectures on German literature from Luther to the present time, according to Hattstaedt's Handbuch.

Reading: Goethe, Egmont and Iphigenie auf Tauris. Numerous selections from noted poets and prose writers.

Composition: Original compositions.

Elocution: Three declamations by each student, with special attention to gesticulation.—Four weekly periods. (Prof. Hattstaedt.)

ENGLISH. **History of English Literature:** The literary history of England from the Elizabethan period to the Victorian age (included). Textbook: Newcomer's English Literature.

Reading: Shakespeare's Hamlet; Milton's Paradise Lost, Books I—II.

Composition: Original compositions.

Elocution: Three declamations by each student.

Private Reading: Carlyle's Lecture on Luther. Tennyson's Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.—Three weekly periods. (Prof. Mueller.)

HISTORY. European history from the Treaty of Westphalia to the downfall of Napoleon I. — Two weekly periods. (Prof. Hattstaedt.)

MATHEMATICS. Solid geometry according to Wentworth, Books VI, VII, VIII. Plane trigonometry according to Wentworth.—Three periods per week. (Prof. Bergmann.)

NATURAL SCIENCE. Anatomy, Physiology, and Hygiene according to Blaisdell.—One weekly period. (Prof. Bergmann.)

Classification by Residences of Pupils, 1881-1913.

Wisconsin	703	Oregon	4
Illinois	522	N. Dakota	3
Michigan	120	Massachusetts	3
Missouri	103	Texas	2
Minnesota	94	Arg. Rep., S. A.	2
Iowa	74	New Jersey	2
Nebraska	43	Arkansas	2
New York	27	Washington	2
S. Dakota	21	Connecticut	1
Germany	19	Pennsylvania	1
Indiana	18	Kentucky	1
Kansas	15	Alabama	1
California	9	New Zealand	1
Canada	8		
Ohio	8		1813
Maryland	5		

Classification by Enrollments of Pupils, 1881-1913.

Collegiate Year	Newcomers	Total Enrollment	Collegiate Year	Newcomers	Total Enrollment
1881—82	19	19	1897—98	65	219
1882—83	27	41	1898—99	43	190
1883—84	78	113	1899—1900	43	185
1884—85	52	149	1900—1901	56	185
1885—86	59	169	1901—1902	87	237
1886—87	43	164	1902—1903	64	232
1887—88	39	132	1903—1904	83	250
1888—89	46	123	1904—1905	79	252
1889—90	63	141	1905—1906	49	236
1890—91	66	182	1906—1907	60	216
1891—92	58	201	1907—1908	65	214
1892—93	77	225	1908—1909	55	212
1893—94	51	227	1909—1910	32	187
1894—95	49	213	1910—1911	57	195
1895—96	45	179	1911—1912	47	202
1896—97	72	207	1912—1913	84	237

MOTTO of the Class of 1913.

Gnome kai rhome.

of the Blackwall stages. But *it is certain that those who will not crack the shell of* HISTORY *will not get at the kernel.* Johnson, with hasty arrogance, pronounced the kernel worthless, because he saw no value in the shell. *The real use* of traveling to distant countries and *of studying the annals of past times is to preserve men from the contraction of mind which those can hardly escape whose whole communion is with one generation and one neighborhood, who arrive at conclusions by means of an induction not sufficiently copious, and who, therefore, constantly confound exceptions with rules, and accidents with essential properties.* In short, the real use of traveling and of studying history is to keep men from being what Tom Dawson was in fiction, and Samuel Johnson in reality."—*Lord Macaulay.*

"Reading maketh a full man, conference a ready man, and writing an exact man; and therefore, if a man write little, he had need have a great memory; if he confer little, he had need have a present wit; and if he read little he had need have much cunning, to seem to know that he doth not. Histories make men wise; poets witty; the MATHEMATICS subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. Abeunt in studia mores. [Studies pass into the character, or, Manners are influenced by studies.] Nay, *there is no stond* [hindrance] *or impediment in the wit, but may be wrought out by fit studies,* like as diseases of the body may have appropriate exercises.... Gentle walking is good for the stomach, riding for the head, and the like; *so if a man's wits be wandering, let him study the mathematics, for in demonstrations, if his wit be called away never so little, he must begin again....* So every defect of the mind may have a special receipt."—*Francis Bacon.*

"*Education, that glorious word* which is so much used and so much abused, grasps within its golden rim everything which can develop, strengthen, harmonize, intensify, and render effective all those faculties of our entire nature, intellectual and corporeal, which the Creator has endowed us with; and in the logical application of this truth, it stands forth in assertion of the long-despised and repudiated claims of the body. It *says that since every part of our nature is the sacred gift of God, he who neglects his body, who calumniates his body, who misuses it, who allows it to grow up puny, frail, sickly, misshapen, homely, commits a sin against the Giver of the body.*"—*Moses Coit Tyler.*